



London's Burning



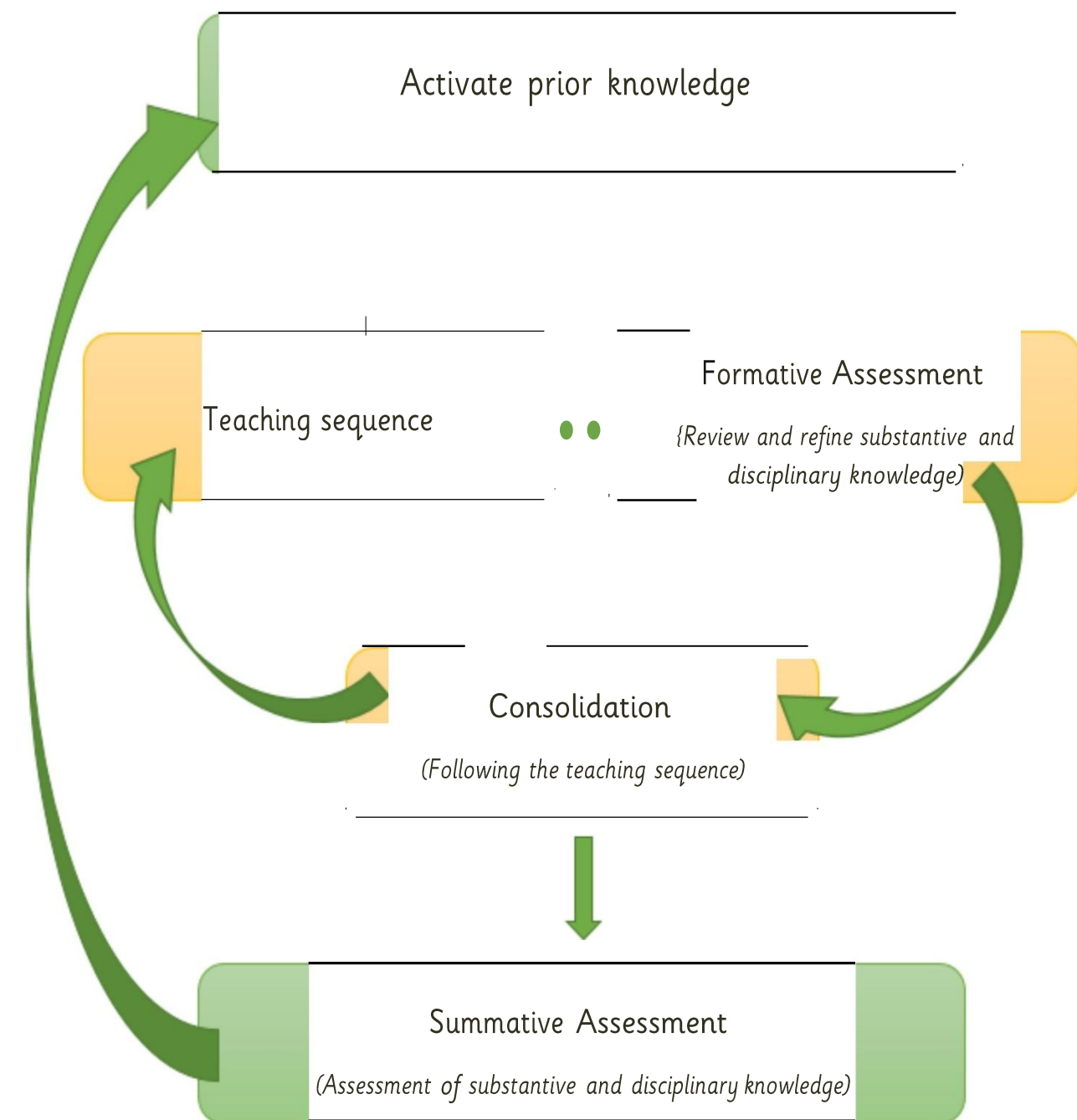
The Great Fire of London
Year 2

Autumn 2026

At Bellfield, we all follow the same sequence for learning and teaching



Learning and Teaching Sequence



Science								
As scientists, pupils learn about the basic needs of humans and animals, including food, water, air, and shelter. They explore offspring and how animals, including humans, grow and change into adults, recognising that growth can vary between individuals. Pupils then focus on staying healthy by learning about exercise, a balanced diet, and good hygiene. Finally, they consider simple ways to care for themselves when feeling unwell.								
Curriculum Objective				Prior Knowledge		Disciplinary Knowledge		
NC1: notice that animals, including humans, have offspring which grow into adults NC2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) NC3: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.				To begin to identify, observe, classify and describe through guidance. Working scientifically: Complete pre-made pictograms showing results. Choose which investigation answered the enquiry question. Ask simple closed questions stimulated by their exploration of their world. Make their own prediction based on what they have seen.		Sort and group things in different ways. Observe and describe changes over time. Measure and compare using simple equipment. Ask and answer questions using observations. Record information using pictures, charts and diagrams. Use scientific vocabulary to explain ideas. Identify patterns and similarities between living things. Use evidence from investigations to explain findings.		
Sequence of Learning								
<u>What do humans need?</u> Overview: Children learn the basic needs for human survival, including food, water, air, and shelter. Lesson: Sort pictures into things humans need and do not need. Summarise what a human needs to stay alive. Discuss why each need is important.	<u>What are offspring?</u> Overview: Children learn that animals, including humans, have offspring, and these grow into adults. Lesson: Match baby animals to their parents. Look at photos of babies and adults and discuss similarities. Draw a picture of an animal and its offspring.	<u>How do animals change as they grow into adults?</u> Overview: Children explore life cycles and how animals change as they grow (grow, change, become adults). Lesson: Sequence life cycle cards (e.g. frog, butterfly, human). Draw a simple life cycle.	<u>Do we all grow the same?</u> Overview: Children learn that all humans grow but not at the same rate or in the same way. Lesson: Measure height and compare results. Create a simple class chart.	<u>Do we need to exercise?</u> Overview: Children understand that exercise helps keep our bodies strong and healthy. Lesson: Sort activities into active and inactive. Carry out short exercise session (e.g. jumping, running). Feel heartbeat before and after exercise. Discuss results.	<u>What is a healthy diet?</u> Overview: Children learn about different food groups and why we need a balanced diet. Lesson: Sort foods into food groups. Create a healthy plate or meal. Discuss which foods are healthy choices.	<u>Why do we need to have good hygiene?</u> Overview: Children learn how hygiene helps us stay healthy and prevents illness. Lesson: Carry out germs experiment to demonstrate the importance of washing hands. Create a hygiene poster.	<u>How can we feel better when we are ill?</u> Overview: Children learn simple ways to recover from illness and keep healthy. Lesson: Discuss ways to feel better (rest, water, medicine, telling an adult). Role-play visiting a doctor or caring for someone.	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread
survive	offspring	life cycle	growth	exercise	diet	hygiene	medicine	
Substantive Knowledge								
Humans need food, water, air, and shelter to survive.	Offspring are baby animals that grow into adults.	Animals start as babies and grow into adults over time.	Everyone grows at different speeds.	Exercise helps keep our bodies strong and healthy.	A healthy diet includes a variety of foods to keep us well.	Good hygiene helps stop germs from making us ill.	We can feel better when ill by resting, drinking water, and getting help from adults.	

History

As Historians, we will be studying the **Great Fire of London**. We will be answering the question, ‘*What happened during the Great Fire of London and how do we know?*’ with a focus on the substantive concepts of **disaster and inventions** and the disciplinary concepts of **significance, chronology** and the **passage of time**.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Sources of Evidence
NC2: Events beyond living memory that are significant nationally or globally (Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).		- As a class or small group, ask and answer questions about an individual/event - Talk and explore historical events from the past - Order 4 given dates and key events on a timeline	- Ask and answer questions about an individual/event - Describe historical events from the past - Match and order 4 given dates and key events on a timeline - Start to understand that past events/people have an impact on everyday life	<u>Primary Sources</u> Diaries or Letters from People Who Lived During the Fire Original Drawings or Paintings of the Great Fire Official Documents Newspapers from 1666 Objects from the Period <u>Secondary Sources</u> History Books for Children Documentaries or Educational Videos Textbooks Websites for Kids Classroom Posters or Infographics
Sequence of Learning				Assessment
<u>What Was the Great Fire of London?</u> Overview: Children are introduced to the Great Fire of London, learning when and where it happened. They explore the sequence of events and begin to understand how we know about the past. Lesson: - Show a picture of the Great Fire of London. - Children to discuss what they see and whether they think it is the past or the present. - Sequence the key events of the fire.	<u>Why Did the Fire Spread So Quickly?</u> Overview: Children investigate why the fire spread so rapidly, considering materials, weather, and firefighting methods. They compare past and present firefighting. Lesson: Look at why the fire spread so quickly: - houses made of wood - buildings close together - narrow streets - no fire service - dry weather and strong winds Show pictures of fire equipment in the past and present. Children to sort.	<u>What Changed After the Fire?</u> Overview: Children explore how London changed after the fire, including new building regulations and the rebuilding of St Paul's Cathedral. Lesson: Explore how the fire changed the city of London and it's people: - houses were rebuilt with brick or stone - St Paul's Cathedral was rebuilt - the fire engine was invented - the Monument was built to remember the fire	<u>Why Do We Still Learn About the Great Fire?</u> Overview: Children reflect on the importance of the event and how we remember it today. They explore historical sources like Samuel Pepys' diary and paintings. Lesson: - Introduce children to Samuel Pepys and why he is significant to the fire. - Explain to children what a historical evidence source is. - Look at different sources of evidence linked to the fire. - Look at what the different sources of evidence tell us about the fire.	<u>Substantive and Disciplinary Assessment</u> Simple timeline sequencing key events of the Great Fire of London over time. - Sunday – The fire started in Thomas Farriner's bakery on Pudding Lane. - Monday – People packed their belongings and escaped. - Tuesday – St Paul's Cathedral was destroyed by the fire. - Wednesday – The wind died down and houses were pulled down to stop the fire spreading. - Thursday – The fire was under control and put out.
sequence	structure	change	source	
Substantive Knowledge				
It was a huge fire in 1666.	It spread quickly because houses were made of wood.	After the fire, streets were made wider.	Today, we know how to keep people safe from fires.	

Geography				
In this unit, children explore their local area, focusing on the city of Hull. They learn where Hull is in the UK and begin to understand the difference between human and physical features. Through simple fieldwork and observations, children investigate what their local area is like and compare different places in Hull. This helps them build an understanding of their surroundings and develop early geographical skills.				
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge
NC5a: Use basic geographical vocabulary to refer to: key physical features. NC5b: Use basic geographical vocabulary to refer to: key human features. NC7: Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. NC8: 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. NC9: Use simple fieldwork and observational skills to study to geography of their school and its ground and the key human and physical features of its surrounding environment.		- Know that I live in Hull and that Hull is in England - Talk about the human and physical features of location (such as city, town village, rural) - As a class or small group, ask and answer geographical questions - Explore aerial images to recognise landmarks and basic features - Explore where the school is in relation to the local area		- Know that I live in Hull and that Hull is a city within England - Talk about and describe the human and physical features of a location (such as city, town, village, rural) - Ask and answer geographical questions - Use aerial images to recognise landmarks to describe basic features - Explore and describe where the school is in relation to the local area and other key landmarks
Sequence of Learning				Assessment
<u>Where Is Hull?</u> Overview: Children locate Hull on a map of the UK and understand its position within England Lesson: Display a world map, a map of Europe and a map of the UK. Children to locate England. On the map of England, ask children to locate Hull. Explain that Hull it a city.	<u>Human and Physical Features of Hull</u> Overview: Children explore the difference between human and physical features and identify examples in Hull. Lesson: Explain what human and physical features are. Show pictures of human and physical features of Hull. Children to sort the pictures into human and physical features.	<u>Exploring Our Local Area</u> Overview: Children go on a local walk or use virtual tools (e.g. Google Street View) to observe and record features of the area around the school. Lesson: Carry out a walk of the local walk with observation sheets. Record what they see, hear, and smell. Create a simple sketch map of the route. Share findings back at school.	<u>Comparing Places in Hull</u> Overview: Children compare two areas of Hull (e.g. city centre vs. a residential area) using photos, maps, or personal experience. Lesson: Look at photos and maps of Hull city centre and Saxby Read area. Discuss the similarities and differences between the two.	<u>Substantive Assessment</u> Quiz on substantive knowledge. <u>Disciplinary Assessment</u> Create a map of the local area and draw on the human and physical features.
city	landmark	local	residential	
Substantive Knowledge				
Hull is a city in England.	Hull has physical features like the River Hull.	Grasby Park is our local park.	Hull City Centre is busy and Saxby Road is quiet.	

Art

As artists, children will be studying the artist Van Gough and period Post-Impressionism and using these as inspiration for their pieces of art work. They will create a mood board, detailing what they like and dislike about different pieces of art. Children will be working on their drawing and sketching skills in this unit. They will be introduced to the different sketching pencils and shown the different tones they can create, and use these to practise their own still life art work. Children will also be developing their techniques using coloured pencils, practising creating tone and shade using colours. Children will design their own art work, using Post-Impressionism and Van Gough as inspiration. They will then use the design process to help them create their final pieces, with a focus on sketching and creating tone using coloured pencils.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: to use a range of materials creatively to design and make products NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space NC4: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices		- Experiment and create different effects with pencils, chalks, pastels and charcoal. - Experiment with different pressure and grip to draw different types of lines –thick, thin, broken, zig zag, curved, random - Experiment with smudging and blending to create different effects, patterns and textures. - Use B and 2B pencils to draw with. - Use dots and lines to add texture and show pattern. - Be able to colour their own work neatly, following the lines. - Understand how to fill a space with colour.	- Experiment and create different effects with pencils, chalks, pastels and charcoal. - Select different drawing tools to create different types of line within the same piece of work. - Investigate tone and texture by drawing light/dark lines, light/dark patterns - Use B, 2B and 3B pencils to draw and sketch with. - Begin to draw in proportion. - Use different tones when using coloured pencils. - Colour work neatly, following the lines	- Vincent van Gogh was an artist. - Sunflowers is a famous piece of artwork by Van Gogh. - Tone is how light or dark a colour or drawing is. - He enjoyed painting pictures of nature.
Sequence of Learning				Assessment
<u>Mood Board</u> Overview: Introduce the artist Van Gough and introduce the artistic period Post Impressionism to children. Lesson: Children to create a mood board and talk about what they like and dislike. <u>Recreation</u> Children to choose their favourite image from the mood board and replicate a pencil drawing using as much detail as they can. Children to add colour with pencils.	<u>Skills</u> Overview: Develop children's drawing skills and give them opportunities to show different line types. Lesson: Children to use B, 2B and 3B pencils to create different tones. Colour in pre-drawn Van Gough art work (Sunflowers) to develop colouring skills. Children to be given different photos/flowers and practise drawing them.	<u>Sketching, designing and planning</u> Overview: Plan out their art to fit in with the theme of Van Gough and Post Impressionism. Children could draw from still life or design their own recreation. Lesson: Children to choose a flower from the previous lesson. Children to create a piece of artwork using their chosen flower in the style of Van Gogh's Sunflowers.	<u>Creation</u> Overview: Children to create their own piece of art using their planning in the style of Van Gogh. Lesson: Children to create their own final piece ensuring they have used B, 2B and 3B pencils, used different tones and coloured in their own artwork.	<u>Substantive Assessment</u> Quiz on substantive knowledge. <u>Disciplinary Assessment</u> Invite Year 1 to look at the artwork created.

Key Vocabulary				
artist	tone	pattern	detail	
<u>Design and Technology</u>				
As designers we will develop our knowledge of cooking and nutrition skills. We will design and bake bread after we have developed our knowledge of how to create a healthy and varied diet and where food comes from.				
Curriculum Objective	Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge	
NC1: use the basic principles of a healthy and varied diet to prepare dishes NC2: understand where food comes from	- To understand the importance of washing hands when handling food - To cut and grate ingredients - Assemble ingredients	- To be able to talk about the importance of washing hands when handling food - Measure and weigh ingredients using electronic scales - Assemble and cook ingredients	- There are 5 main food groups. - Wheat is used to make flour. - Flour is used to make bread. - Bread dough needs to be kneaded and proved.	
Sequence of Learning				Assessment
<u>What makes a healthy diet?</u> Look at a range of healthy and unhealthy food. Children to talk about why they are healthy and unhealthy foods. Show the children the balanced diet plate (Eatwell Plate), discuss why we might need to eat a varied diet. Children to create a research board of healthy and unhealthy foods.	<u>How is bread made?</u> Look at how bread is made and follow the journey from field to bakery. Explain that wheat is grown on farms and used to make flour. Flour is a key ingredient used to make bread. Sequence the process of making bread (<i>Wheat is planted in a field. The wheat grows. The farmer harvests the wheat. The grains are taken to a mill. The grains are ground into flour. The flour is taken to a factory or bakery. The bread is baked. The bread is sold in shops.</i>)	<u>Developing Skills</u> Discuss the importance of good hygiene when preparing food. Children to mix flour and water and practise their kneading skills.	<u>Desing, Making and Evaluating</u> Children to make their own bread loaf in a group using a recipe. Children to measure and weigh ingredients carefully. Children to taste and evaluate their bread loaf - What did they like/dislike? What would they do differently next time?	<u>Substantive Assessment</u> Quiz on substantive knowledge. <u>Disciplinary Assessment</u> Create instructions on how to make bread.
Key Vocabulary				
carbohydrate	wheat	kneading	proving	

PE						
Autumn 1: Games – Object Control Autumn 2 – Athletics – Indoor						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
<u>Autumn 1:</u> NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities NC2: participate in team games, developing simple tactics for attacking and defending <u>Autumn 2:</u> NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities				Know some running techniques. Know how to pass a ball. Know the names of body parts. Know how to run and jump.	Send and control on the move Show accuracy Jump with feet facing forward, below shoulders, bent knees and rock gently. Demonstrate ability to speed up and slow down.	Objects can be rolled, thrown and caught with control. Equipment can help us send and receive objects. Different body parts can be used to control an object. Moving objects need control to keep them close to us. Balance helps us keep an object steady. Good control helps us send and receive objects while moving.
Sequence of Learning						
To roll and receive with control.	To use equipment to send and receive.	To control an object whilst moving using body part.	To use equipment to control an object whilst moving.	To use equipment to balance an object.	To send/ receive and control an object on the move.	<u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary Assessment</u> Showcase skills to another class.
Key Vocabulary						
position	accuracy	direction	steadiness	control	cooperation	
To know basic technique of jumping for distance.	To know basic technique of jumping for height.	Develop awareness of running technique.	To use effective running technique.	To throw with accuracy.	To throw with power.	<u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary Assessment</u> Showcase skills to another class.
Key Vocabulary						
distance	spring	control	speed	power	momentum	

Music						
As musicians we will be further exploring ostinato, texture, and timbre through Ravel's Boléro, alongside creating layered rhythmic compositions using body percussion and instruments. In the second half of the term we will be developing understanding of pulse and metre, focusing on 2-beat and 3-beat patterns, recognising strong and weak beats, and creating simple rhythmic compositions using body percussion and movement.						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: To use their voices expressively by singing songs and speaking chants and rhymes NC2: To play tuned and un-tuned instruments musically NC3: To listen with concentration and understanding to a range of high-quality live and recorded music NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music				Keep a steady beat. Sing simple songs. Copy rhythm patterns. Use body percussion. Listen and respond to music.	Identify repeating patterns in music. Keep a steady beat. Recognise changes in texture and crescendo. Create body percussion patterns. Perform music with others. Respond to music in different ways.	- Ostinato is a repeating musical pattern. - A steady beat stays at the same speed. - A crescendo means the music gets louder. - Rhythm patterns can be repeated. - Adding sounds together changes the texture of music. - Timbre is what makes sounds different from one another.
Sequence of Learning						
Lesson 1 – Introducing Boléro & Ostinato Singing: Warm-ups. Sing Teddy Bear Rock ‘n’ Roll. Listening: Introduce Boléro (Ravel, 1928 – written for ballet). Learn that the repeating drum rhythm is an ostinato. Discuss the idea of “mechanical” music (like a machine repeating). Listen and identify the steady drum pattern.	Lesson 2 – Keeping a Steady Beat Singing: Continue Teddy Bear Rock ‘n’ Roll. Listening & Musicianship: Focus on the drum ostinato. Clap simple rhythms together. Explore keeping a steady tempo (and how difficult it is when it changes). March in time to the beat. Notice contrast between: Steady rhythm (drum) Smooth melody (instruments above)	Lesson 3 – Building Texture & Crescendo Singing: Continue Teddy Bear Rock ‘n’ Roll. Listening: Follow how instruments gradually join in (flute, clarinet, bassoon, trumpet, saxophone, strings). Learn how texture builds as layers are added. Identify the crescendo (gradually getting louder). Notice changes near the end: Slight variation of the tune Final change in drum pattern Musicianship: Attempt clapping the ostinato drum pattern.	Lesson 4 – Creating Body Percussion Patterns Singing: Introduce Ebeneezer Sneezer (exploring pitch rising). Musicianship & Composition: Introduce creating patterns over a steady beat. In groups, create repeating body percussion patterns (clap, stamp, tap). Record or draw patterns. Perform with a teacher-led steady drum beat. Experiment with: Playing together Layering groups gradually	Lesson 5 – Instrumental Patterns & Layering Singing: Continue Ebeneezer Sneezer. Musicianship & Composition: Develop patterns using percussion instruments. Each group creates a simple repeated rhythm. Perform together with a steady drum ostinato. Explore layering sounds to build texture (like Boléro).	Lesson 6 – Timbre, Movement & Response Singing: Continue Ebeneezer Sneezer (focus on rising pitch). Listening & Musicianship: Watch Boléro dance (Torvill & Dean). Analyse movement: smooth, flowing, graceful. Introduce timbre (quality of sound).Discuss whether music sounds:Smooth / flowingSharp / bouncy Creative Response:Listen again and draw how the music feels. Reflect on how sound and movement link together.	Substantive knowledge Quiz on substantive knowledge. Disciplinary Assessment Perform piece to Year 1.
Key Vocabulary						
Ostinato – repeating rhythm or melody/ Pattern – repeating musical idea/ Layering – adding sounds together over time/ Crescendo – gradually getting louder/ Melody – main tune/ Accompaniment – supporting music/ Variation – when a theme changes slightly						
Lesson 1 – Introducing 2-Beat (Duple Time) Singing: Warm-ups. Sing Rain, Rain Go Away. Listening: Introduce 2-beat (duple metre). Practise: 1–2 / 1–2 with: Tap (strong beat) Clap (weak beat) Listen to: William Tell Overture (Rossini) Jolene (Dolly Parton) Dance of the Knights (Prokofiev) Musicianship:	Lesson 2 – Reinforcing 2-Beat Through Movement & Instruments Singing: Continue Rain, Rain Go Away. Musicianship: Revisit 2-beat patterns. Listen to Maple Leaf Rag (Scott Joplin). Tap knees on beat 1, clap on beat 2. Group Work: Pupils work in pairs: One conducts One plays Performance: Use percussion instruments to emphasise strong vs weak beats.	Lesson 3 – Introducing 3-Beat (Triple Time) Singing: Learn Star Light, Star Bright. Listening: Introduce 3-beat (triple metre): Count 1–2–3 Strong beat on 1 Listen to: Moonlight Sonata (Beethoven) Nothing Else Matters (Metallica) Norwegian Wood (The Beatles) Musicianship: Clap/tap patterns: Tap on 1	Lesson 4 – Moving in 3 Time Singing: Continue Star Light, Star Bright. Musicianship: Listen to The Elephant (Saint-Saëns). Feel the strong beat in groups of 3. Group Work: Pupils work in pairs (conductor and performer). Movement Composition: In groups, create a short movement sequence in 3-beat time. Perform to music.	Lesson 5 – Creating Beat Patterns (2 & 3) Singing: Sing Oats and Beans and Barley Grow. Musicianship: Play call-and-response using: 2-beat 3-beat Composition: In small groups, create a 4-bar rhythm pattern using: 2-beat or 3-beat structures Use: Body percussion (tap, clap, stamp) Beat cards for support Performance:	Lesson 6 – Representing Beat Visually Singing: Continue Oats and Beans and Barley Grow. Listening & Musicianship: Revisit Maple Leaf Rag and The Elephant. Clap along in time to the beat. Creative Task: Listen to a full piece. Draw the beat pattern: Big line – small line (2 beat) Big – small – small (3 beat)	Substantive knowledge Quiz on substantive knowledge. Disciplinary Assessment Perform piece to Year 1.

Count along and conduct the beat using arm movements. Identify the strong first beat and weaker second beat.		Clap on 2 and 3 Learn about waltz feel (music in 3).		Perform patterns to the class. Identify whether it is in 2 or 3 time.	Extension: in pairs. One draws a beat pattern. One performs it with movement or instruments	
Key Vocabulary						
Beat/Pulse – steady heartbeat of the music/ Metre – how beats are grouped/ Duple (2-beat) – 1 strong, 1 weak/ Triple (3-beat) – 1 strong, 2 weak/ Strong beat – emphasised beat/ Weak beat – lighter beat						

Religion and Worldviews

In Autumn A, children will take an in depth look at the **Jewish Faith**. They will discover who the founder was, their place of worship, their sacred text, who they worship, their special symbol and will read and understand the story of Noah.

In Autumn B, children will look at the **Christian faith**. Children will think about how people become a member of the Christian church and how Christians follow Jesus' example. Towards the end of the term, children will understand how Christians celebrate Christmas and compare that to how non-religious people celebrate Christmas and start to explain why the special event of Christmas is 'good news'.

Faith Concept	Prior Knowledge		Substantive Knowledge A		Substantive Knowledge B	
Judaism - G-d - Adonai - Covenant Christianity - Incarnation - Resurrection - Gospel	Know that there are different religions around the world. Know that a religion is a group. Know that different groups believe in different ideas.		Jewish people believe in one God. Jewish people worship in a synagogue. Moses led the Jewish people to freedom. Sukkot celebrates God’s care. God created the world. Shabbat is a day of rest. Noah followed God’s instructions.		Christians believe in Jesus. Christmas celebrates the birth of Jesus. People celebrate Christmas in different ways. The Nativity is the story of Jesus’ birth. Christians believe Jesus’ birth was good news.	
Sequence of Learning						
<u>Introduction to Judaism</u> Star of David Who do they worship? What do Jewish people believe God is like? What does the Shema teach?	<u>Introduction to Judaism</u> How, why and where do they worship? Who has a special role in the synagogue? The Torah. How is The Torah shown respect?	<u>Story of Moses</u> Moses and the Exodus from Egypt. Sukkot remembers Moses leading the slaves to freedom.	<u>Sukkot</u> How do Jewish people celebrate Sukkot?	<u>Creation Story</u> How would Jewish people answer the question about how the world began?	<u>Shabbat (rest day)</u> What does Shabbat celebrate? What symbols and artefacts are used to celebrate Shabbat?	<u>Substantive Knowledge</u> Quiz on substantive knowledge. <u>Disciplinary Knowledge</u> Create a poster on disciplinary knowledge.
Key Vocabulary						
Shema	synagogue	Exodus	Sukkah	creation	Shabbat	
Key Vocabulary						<u>Substantive Knowledge</u> Quiz on substantive knowledge. <u>Disciplinary Knowledge</u> Create a poster on disciplinary knowledge.
<u>Christianity</u>	<u>Christianity</u>	<u>Christmas</u> How do Christians celebrate Christmas?	<u>Christmas</u> How do non-religious people celebrate Christmas?	<u>Christmas</u> The special event of Christmas is ‘good news’.	<u>Christmas</u> The special event of Christmas is ‘good news’.	
Christian	Christmas	tradition	nativity	angel	celebration	

PSHE

Being Me in My World – In this unit, children learn about belonging, responsibility, and working as part of a class community. They explore how their behaviour can affect others and understand the importance of rules in making the classroom a safe and fair place. Pupils begin to recognise their own strengths and feel proud of their achievements. They also learn simple strategies to help manage their feelings and make good choices.

Celebrating difference - In this unit, children learn that everyone is unique and that differences should be celebrated. They explore similarities and differences between people and understand why it is important to treat others with kindness and respect. Pupils learn about bullying, including how to recognise it and what to do if it happens. The unit helps children develop empathy, build positive relationships, and value diversity in their community.

Curriculum Objective								Prior Knowledge	Substantive Knowledge A		Substantive Knowledge B			
R1	R2	R3	R4	R5	R6	R7	R8	<u>Being Me in My World</u> - Understand their own rights and responsibilities with their classroom - Understand that their choices have consequences - Understand that their views are important - Understand the rights and responsibilities of a member of a class - Understand that they are safe in their class - Identify what it's like to feel proud of an achievement - Recognise feelings associated with positive and negative consequences - Identifying helpful behaviours to make the class a safe place - Understanding that they are special <u>Celebrating Difference</u> - Know what bullying means - Know who to tell if they or someone else is being bullied or is feeling unhappy - Know that people are unique and that it is OK to be different - Know skills to make friendships - Know that people have differences and similarities - Understand how being bullied might feel - Identify emotions associated with making a new friend - Verbalise some of the attributes that	- If I am worried, I can ask an adult for help. - I have rights and responsibilities at school. - Working together helps us do our best. - Kind behaviour makes our classroom safe and fair.		- I know that everyone is different. - I know that being different makes us special. - I know that it is not okay to be unkind because someone is different. - I know how to be a good friend.			
R9	R10	R11	R12	R13	R14	R15	R16							
R17	R18	R19	R20	R21	R22	R23	R24							
R25	R26	R27	R28	R29	R30	R31	R32							
H1	H2	H3	H4	H5	H6	H7	H8							
H9	H10	H11	H12	H13	H14	H15	H16							
H17	H18	H19	H20	H21	H22	H23	H24							
H25	H26	H27	H28	H29	H30	H31	H32							
H33	H34	H35												
Sequence of Learning														
Being me in my own world - Hopes and fears for the year			Being me in my own world - rights and responsibilities			Being me in my own world - Rewards and consequences		Being me in my won world - Rewards and consequences		Being me in my won World - Our learning charter		Being me in my own world - Owning our learning charter		<u>Substantive Knowledge</u> Quiz on substantive knowledge.
Key Vocabulary												<u>Disciplinary Knowledge</u> Act out different scenarios to the class.		
worries			belonging			consequence		positive		co-operate		responsibilities		
Celebrating differences - Boys and girls			Celebrating differences - Boys and girls			Celebrating differences - Why does bullying happen?		Celebrating differences - Standing up for myself and others		Celebrating differences - Gender diversity		Celebrating differences - Celebrating differences and still being friends		<u>Substantive Knowledge</u> Quiz on substantive knowledge.
Key Vocabulary												<u>Disciplinary Knowledge</u> Create an anti-bullying poster to be displayed around the school.		
stereotypes			assumptions			purpose		bully		diversity		unique		

Computing

In **Autumn A**, children will look at information technology around them. Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

In **Autumn B**, children will be looking at digital photograph. Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
<u>Autumn A</u> NC4: Use technology purposefully to create organise, store, manipulate and retrieve digital content. NC5: Recognise common uses of information technology beyond school NC6: 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. <u>Autumn B</u> NC4: Use technology purposefully to create organise, store, manipulate and retrieve digital content.		<u>Autumn A</u> NC5: Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content NC6: 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. <u>Autumn B</u> NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content		<u>Autumn A</u> NC5: Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content NC6: 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. <u>Autumn B</u> NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content		<u>Autumn A</u> - A computer is a type of technology. - People use computers for different things. - Computers help people do their jobs. - There are rules for using computers safely. <u>Autumn B</u> - A camera is used to take photos. - A photographer takes photos. - Photos can be changed to make them better.
Sequence of Learning						
What is IT?	IT in school	IT in the world	The benefits of IT	Using IT safely	Using IT in different ways	<u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary knowledge</u> Create a poster on the uses of IT and how to stay safe whilst using a computer.
Key Vocabulary						
technology	information technology	workplace	benefit	safe	choice	
Taking photographs	Landscape or portrait	What makes a good photograph?	Lighting	Effects	Is it real?	<u>Substantive knowledge</u> Quiz on substantive knowledge. <u>Disciplinary knowledge</u> Share their photographs with another class.
Key Vocabulary						
photograph	portrait	composition	flash	edit	real	

Languages Overview of unit: Autumn 1: Greetings Autumn 2: Fingerspelling (alphabet)								
Curriculum Objective				Prior Knowledge		Disciplinary Knowledge		
NC1: listen attentively to spoken language and show understanding by joining in and responding NC2: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words NC3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*								
Sequence of Learning								
Overview: Pupils will learn the conventions of BSL and the importance of looking at people whilst speaking, signing slowly and clearly. Ideas/Examples: Unit 'What is British Sign Language?' Introduction lesson	Overview: Pupils to recap learnt greetings from year 1. Ideas/Examples: Recap hello, goodbye, please, thank you, sorry, repeat, good morning and good afternoon. Teacher to call out greeting or show sign and children to reply with sign/what the sign is. Look at dictionary section of greetings and replay videos of signs.	Overview: Pupils will learn how to greet someone by signing good evening and see you soon. Ideas/Examples: Teacher to model signs (use phrases on greetings) Children to role play- walk around the classroom and sign good evening to another child when the teacher asks and then sign see you soon before continuing walking around.	Overview: Pupils to have a short conversation with a partner asking how someone is and responding. Ideas/Examples: Show video and teacher model signs for How are you? And I'm fine (Phrases in Greetings) Recap signs learnt this term. Pupils work with a pair to have a short conversation for example: "Good afternoon, how are you?" "I'm fine, see you soon."	Overview: Pupils will watch the alphabet in BSL. Ideas/Examples: Show video (Fingerspelling – dictionary- alphabet video) watch the video once and then again pausing after each letter for children to copy sign.	Overview: Pupils will become more confident at recognising signs from the alphabet. Ideas/Examples: Rewatch video of alphabet if needed. Provide children with a fingerspelling chart (resources) Discuss the pattern used for vowels. Teacher to model signs and children to repeat back and say what each letter is.	Overview: Pupils are able to sign first letter of their name. Ideas/Examples: Using the fingerspelling chart children identify and sign the first letter of their name – discuss with children how people that use BSL often only refer to others using their first initial as this is easier to sign than a whole name. Teacher to sign different letters randomly from the alphabet – children to stand up when their initial is signed.	Overview: Pupils can sign letters from the alphabet. Ideas/Examples: Rewatch video if needed and use fingerspelling chart to sign along to the alphabet song. Children work in small groups to see how far along the alphabet they can remember.	Substantive knowledge Disciplinary knowledge
Key Vocabulary								
British Sign Language (BSL)	Good afternoon	Good evening	How are you?	Fingerspelling	vowels	initial	"Letters of the alphabet"	
Substantive Knowledge								
We know some people use signs to speak	We know how to greet someone using BSL	We know how to say good evening in BSL	We know how to have a short conversation using greetings in BSL	We know that fingerspelling is used to sign letters from the alphabet.	We know the signs for different letters	We know how to sign the first initial of our name.	We know how to sign the alphabet	