Year A KS2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Rocks. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.	Forces and magnets. compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two	States of matter compare and group materials together, according to whether they are compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the	Plants and pollination identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed	Living things and their habitats. recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. IT - research/ images	Living things and their habitats recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. Link to French, DT, PSHE

		 poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Link to Inventors, Autumn 1. IT - research	rate of evaporation with temperature. IT -data handling/research	formation and seed dispersal. Links to geography IT - research/ microscope		
RE	What is it like to	What are the	How and why do	How and why do	What does it	When Jesus left,
	follow God?	deeper meanings	believers show	believers show	mean to be a	what was the
	Understanding	of festivals?	their	their	Sikh in Britain	impact of
	Christianity	Durham and	commitments	commitments	today?	Pentecost?
	Make clear links	Newcastle	during the journey	during the journey	Durham and	Understanding
	between the story	Diocese RE	of life?	of life?	Newcastle	Christianity
	of Noah and the	scheme of work.	Durham and	Durham and	Diocese RE	Make clear links
	idea of covenant.	Making sense of	Newcastle	Newcastle	scheme of work.	between the story
	Make simple links	belief:	Diocese RE	Diocese RE	Making sense of	of the Day of
	between	Identify the main	scheme of work.	scheme of work.	belief: Identify	Pentecost and
	promises in the	beliefs at the	Making sense of	Making sense of	some of the core	Christian belief
	story of Noah and	heart of religious	belief:	belief:	beliefs of	about the
	promises that	festivals (i.e. at	Identify some	Identify some	Sikhism, e.g. one	Kingdom of God
	Christians make	least one festival	beliefs about	beliefs about	God, the	on Earth. Offer
	at a wedding	in at least two	Iove, commitment	love, commitment	message of Guru	suggestions
	ceremony. Make	religions).	and promises in	and promises in	Nanak, equality	about what the
	links between the	Make clear links	two religious	two religious	and service	description of
	story of Noah and	between these	traditions and	traditions an d	Make clear links	Pentecost in Acts
	how we live in	beliefs and the	describe what	describe what	between the Mool	2 might mean.

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	school and the	stories recalled at	they mean.	they mean.	Mantar and Sikh	Give examples of
	wider world.	the festivals.	Offer informed	Offer informed	beliefs and	what Pentecost
	The Old	Understanding	suggestions	suggestions	actions Offer	means to some
	Testament tells	the impact:	about the	about the	informed	Christians now.
	the story of a	Make	meaning and	meaning and	suggestions	Make simple links
	particular group	connections	importance of	importance of	about what some	between the
	of people, the	between stories,	ceremonies of	ceremonies of	of the teachings	description of the
	children of Israel	teachings,	commitment for	commitment for	of the Gurus	Day of Pentecost
	known as the	symbols and	religious and	religious and	mean to Sikhs	in Acts 2, the
	People of God —	beliefs and how	nonreligious	nonreligious	today.	Holy Spirit and
	and their	believers	people today.	people today.	Understanding	the Kingdom of
	relationship with	celebrate these	Understanding	Understanding	the impact: Make	God, and how
	God.	festivals.	the impact:	the impact:	simple links	Christians live
	The People of	Describe how	Describe what	Describe what	between the life	their whole lives
	God try to live in	believers	happens in	happens in	of at least one of	and in their
	the way God	celebrate festivals	ceremonies of	ceremonies of	the Gurus and	church
	wants, following	in different ways	commitment (e.g.	commitment (e.g.	some actions	communities.
	his commands	(e.g. between	baptism, sacred	baptism, sacred	Sikhs take today	Make links
	and worshipping	celebrations at	thread, marriage)	thread, marriage)	(e.g. Guru Nanak	between ideas
	him.	home and in	and say what	and say what	and the langar;	about the
	They believe he	community;	these rituals	these rituals	Guru Gobind	Kingdom of God
	promises to stay	and/or a variety of	mean.	mean.	Singh and the	explored in the
	with them and	ways of	Make simple links	Make simple links	Khalsa) Give	Bible and what
	Bible stories	celebrating within	between beliefs	between beliefs	some examples	people believe
	show how God	a religious	about love and	about love and	that demonstrate	about following
	keeps his	tradition).	commitment and	commitment and	that remembering	God in the world
	promises.	Making	how people in at	how people in at	God, working	today, expressing
	IT -	connections:	least two religious	least two religious	hard and serving	some of their own
	research/images.	Raise questions	traditions live	traditions live	others are	ideas.
		and suggest	(e.g. through	(e.g. through	important to Sikhs	PUPILS WILL
		answers about	celebrating	celebrating	today.	KNOW THAT:
		what is worth	forgiveness,	forgiveness,	Making	Christians believe
		celebrating and	salvation and	salvation and	connections:	that Jesus
		remembering in	freedom at	freedom at	Raise questions	inaugurated the

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religious communities and in their own lives. Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas. Talk about what they have learned, how and why their thinking has changed. IT - research/images.	festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not	festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not	about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today Talk about what they have learned and whether they have changed their thinking. British Values IT - research/ images	'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians

		Northumbrian Saints. IT - research/images.	Local - Northumbrian Saints. British values. IT - research/images.		beginning of the Church.
Art	Autumn To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] . Geography - weather. Science.	Fruit and Vegetables IT - mention 3D printers.		Insects (Link to Science Living things and habitats) To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	

					Indian spice art Link to science - plants Link to collective worship IT - displaying/sharing work - photos, slide show book.	
Computing	Online safety. Use technology safely, respectfully and responsibly; Recognise acceptable/unacc eptable behaviour; Identify a range of ways to report concerns about content and contact.	Spreadsheets. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Design, write and debug programs that accomplish	Touch typing use technology safely, respectfully and responsibly.	Email Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Branching databases Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Design, write and debug programs	Simulations Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Design, write and debug programs that accomplish

	specific goals, including controlling or simulating physical systems; Solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		that accompl specific goals including controlling or simulating physical syste Solve problem by decompose them into sm parts use sequence, selection, and repetition in programs; wo with variables various forms input and out use logical reasoning to explain how s simple algorit work and to detect and co errors in algorithms ar programs.	s, including controlling or simulating physical systems; ems; Solve problems by decomposing sing them into smaller aller parts use sequence, selection, and repetition in programs; work with variables and s and various forms of input and output use logical reasoning to explain how some some simple algorithms work and to detect and correct prrect errors in algorithms and
DT	Mechanisms. Making a moving Christmas Story understand and use mechanical	Ke Th of	extiles ey stage 2 prough a variety creative and pactical	Nutrition - Learn how to cook The edible garden understand and apply the

systems in their	activities, pupils	principles of a
products [for	should be taught	healthy and
example, gears,	the knowledge,	varied diet
pulleys, cams,	understanding	prepare and cook
levers and	and skills needed	a variety of
linkages]	to engage in an	predominantly
	iterative process	savoury dishes
Link to science,	of designing and	using a range of
forces - pushes	making. They	cooking
and pulls	should work in a	techniques
	range of relevant	understand
	contexts [for	seasonality, and
	example, the	know where and
	home, school,	how a variety of
	leisure, culture,	ingredients are
	enterprise,	grown, reared,
	industry and the	caught and
	wider	processed.
	environment].	
	When designing	Link to
	and making,	french/science/
	pupils should be	geography
	taught to: Design	5 5 1 9
	use research and	IT - garden show
	develop design	video
	criteria to inform	
	the design of	
	innovative,	
	functional,	
	appealing	
	products that are	
	fit for purpose,	
	aimed at	
	particular	
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				individuals or groups Link to geography. IT - research/3D modelling/ presentation - information leaflet/ pitch/ advert		
French	Greetings. How are you? Names. Classroom instructions. Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of	Numbers to 31/100 Classroom equipment Christmas Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of	School. Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Describing appearance and members of the family. Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of	Food Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of	The very hungry caterpillar Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of

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conversations;	conversations;	ask and answer	conversations;	conversations;	conversations;
ask and answer	ask and answer	questions;	ask and answer	ask and answer	ask and answer
questions;	questions;	express opinions	questions;	questions;	questions;
express opinions	express opinions	and respond to	express opinions	express opinions	express opinions
and respond to	and respond to	those of others;	and respond to	and respond to	and respond to
those of others;	those of others;	seek clarification	those of others;	those of others;	those of others;
seek clarification	seek clarification	and help*.	seek clarification	seek clarification	seek clarification
and help*.	and help*.	Speak in	and help*.	and help*.	and help*.
Speak in	Speak in	sentences, using	Speak in	Speak in	Speak in
sentences, using	sentences, using	familiar	sentences, using	sentences, using	sentences, using
familiar	familiar	vocabulary,	familiar	familiar	familiar
vocabulary,	vocabulary,	phrases and	vocabulary,	vocabulary,	vocabulary,
phrases and	phrases and	basic language	phrases and	phrases and	phrases and
basic language	basic language	structures.	basic language	basic language	basic language
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understand when	understand when	they are reading	understand when	understand when	understand when
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aloud or using	aloud or using	familiar words	aloud or using	aloud or using	aloud or using
familiar words	familiar words	and phrases*.	familiar words	familiar words	familiar words
and phrases*.	and phrases*.	Present ideas	and phrases*.	and phrases*.	and phrases*.
Present ideas	Present ideas	and information	Present ideas	Present ideas	Present ideas
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orally to a range	orally to a range	of audiences*.	orally to a range	orally to a range	orally to a range
of audiences*.	of audiences*.	Read carefully	of audiences*.	of audiences*.	of audiences*.
Read carefully	Read carefully	and show	Read carefully	Read carefully	Read carefully
and show	and show	understanding of	and show	and show	and show
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words, phrases	words, phrases	and simple	words, phrases	words, phrases	words, phrases

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	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. IT - youtube songs and videos.	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. IT - youtube songs and videos.	(where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. IT - youtube songs and videos.	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. IT - youtube songs and videos.	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. IT - youtube songs and videos. Menu.	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. IT - youtube songs and videos.
Geography		Extreme Earth In what ways could our planet be considered extreme? describe and understand key aspects of: physical geography, including: climate		All about the UK. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	Land Use How and why is land used? Look at our local area and contrast with cityscape. use aerial photographs and plan perspectives to recognise landmarks and	Our European neighbours. In what ways is the UK similar and different to other parts of Europe? Locational knowledge locate the world's countries, using

		zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle IT - Research/image. Data gathering for forecasting.		(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. IT - soundscapes/ research/ images	maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Link to French. IT - languages/maps
History	Tools were the most valuable objects to people living in the Stone Age, Bronze Age, Iron Age. Stone Age, Bronze Age, Iron Age. Changes in Britain from the Stone Age to the		Why couldn't the Anglo-Saxons and the Vikings just be friends? Anglo Saxons and Vikings the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward		Does punishment always fit the crime? Crime and punishment. A study of an aspect or theme in British history that extends pupils' chronological knowledge	

	Iron Age Local study - Lordenshaws. IT - mapping of sites, carbon dating, IT helping to inform and find new information. Research/images and access to information.		the Confessor Link to RE IT - research/images.		beyond 1066 Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century Link to science - habitats IT - how the wild west is depicted on film. Modern Arizona - technology (aircon) enables humans to live here.	
Music	Peripatetic	Peripatetic	Peripatetic	Peripatetic	Peripatetic	Peripatetic
	teacher	teacher	teacher	teacher	teacher	teacher
	Play and perform	Play and perform	Play and perform	Play and perform	Play and perform	Play and perform
	in solo and	in solo and	in solo and	in solo and	in solo and	in solo and
	ensemble	ensemble	ensemble	ensemble	ensemble	ensemble
	contexts, using	contexts, using	contexts, using	contexts, using	contexts, using	contexts, using
	their voices and	their voices and	their voices and	their voices and	their voices and	their voices and
	playing musical	playing musical	playing musical	playing musical	playing musical	playing musical
	instruments with	instruments with	instruments with	instruments with	instruments with	instruments with

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increasing	increasing	increasing	increasing	increasing	increasing
accuracy, fluency,					
control and					
expression.	expression.	expression.	expression.	expression.	expression.
Improvise and					
compose music					
for a range of					
purposes using					
the inter-related					
dimensions of					
music.	music.	music.	music.	music.	music.
Listen with					
attention to detail					
and recall sounds					
with increasing					
aural memory					
use and					
understand staff					
and other musical					
notations.	notations.	notations.	notations.	notations.	notations.
Appreciate and					
understand a					
wide range of					
high-quality live					
and recorded					
music drawn from					
different traditions					
and from great					
composers and					
musicians.	musicians.	musicians.	musicians.	musicians.	musicians.
Develop an					
understanding of					
the history of					
music.	music.	music.	music.	music.	music.

Outdoor learning and STEM	Commando Joe's - Nellie Bly.	Commando Joe's - Nellie Bly.	Commando Joe's - Leif Erikson. Link to States of matter.	Commando Joe's - Leif Erikson. Link to States of matter.	Commando Joe's - Pocahontas. Link to history,	Commando Joe's - Pocahontas. Link to history,
PE	Team games Multi skills Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending . Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] .	Team games Multi skills Dance - Extreme Earth Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending . Develop flexibility, strength, technique, control and balance [for example, through	Gymnastics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns.	Gymnastics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns.	Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination.	Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination.

	Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	athletics and gymnastics] . Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
PSHE Jigsaw Scheme of Work.	Being me in my world. I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit in. I understand how democracy	Celebrating difference. I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how	Dreams and goals. I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on	Healthy Me. I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand there are people who take on the roles of	Relationships. IT - images. I can recognise situations which can cause jealousy in relationships. I can identify someone I love and can express why they are special to me. I can tell you about someone I	Changing me. Link to science I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.

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works. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community.	people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them.	positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement.	leaders or followers in a group, and I know the role I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under	know that I no longer see. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I know how to show love and appreciation to the people and animals who are special to me.	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue
	Link to	IT - images.	pressure and can explain ways to resist this when I want.		to be outside of my control that I learnt to accept. I can identify what

		geography, RE, Science. IT - images		I know myself well enough to have a clear picture of what I believe is right and wrong.		I am looking forward to when I move to a new class.
				IT - images.		IT - images.
Collective Worship	Respect for property Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint (IT)	Diverse world, racism and multiculturalism. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint (IT)	Rights and responsibilities. Human rights and liberty. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint (IT)	Democracy. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint (IT)	Looking after our environment. Water cycle/ natural resources. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint (IT)	Safety. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint (IT)