

		Autumn Term	Spring Term	Summer Term
Acorn	A & B	<p>Ourselves, Magical Me / Journeys</p> <p>Growing Up Fantasy Journeys Magical Tales Winter Poems Celebrations Nativity</p>	<p>Stomp, Chomp, Big Roars / Blast Off!</p> <p>Dinosaur man Explorers Dinosaur Stories Information Books Characters Through Role Play Science Oxford Information Texts Rocket Construction Investigation</p>	<p>A Walk On The Wild Side</p> <p>Pets and working animals Night and day animals Sacred and mythical animals Baby animals Animal tales Habitats</p>
Beech	B	<p>LET’S MAKE</p> <p>Art</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Design & Technology</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 	<p>HISTORICAL FIGURE</p> <p>History</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale). <p>Design & Technology</p> <ul style="list-style-type: none"> Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. 	<p>LOCAL STUDY</p> <p>Geography</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East & West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map. Use aerial photos and plan perspectives to recognise landmarks and basic human & physical features; devise a simple map; use and construct basic symbols in a key. <p>History</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Lime	B	<p>LET’S MAKE</p> <p>Art (KS1)</p> <ul style="list-style-type: none"> About the work of a range of artists, craft 	<p>HISTORICAL FIGURE ****</p> <p>History (KS1)</p> <ul style="list-style-type: none"> The lives of significant individuals in the 	<p>LOCAL STUDY</p> <p>Geography (KS1)</p> <ul style="list-style-type: none"> Use simple compass directions (North,

	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Design & Technology (KS1)</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Design & Technology (KS2)</p> <p>Design</p> <ul style="list-style-type: none"> • Use research & develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks. • Select from and use a wide range of materials and components, including contraction materials, textiles and ingredients, according to their functional properties & aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against 	<p>past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale).</p> <p>History (KS2)</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (for example the changing power of monarchs). <p>Design & Technology</p> <ul style="list-style-type: none"> • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. <p>**** This will need to be different to Beech.</p>	<p>South, East & West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Use aerial photos and plan perspectives to recognise landmarks and basic human & physical features; devise a simple map; use and construct basic symbols in a key. <p>Geography (KS2)</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>History (KS1)</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>History (KS2)</p> <ul style="list-style-type: none"> • A local history study.
--	--	---	--

		<p>their own design criteria and consider the views of others to improve their work.</p> <p>Cooking & Nutrition (KS1)</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. <p>Cooking & Nutrition (KS2)</p> <ul style="list-style-type: none"> • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
Oak	B	<p>CREATIVE ARTS</p> <p>Art and Design</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and visit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay). • About great artists, architects and designers in history. <p>Design & Technology</p> <p>Design</p> <ul style="list-style-type: none"> • Use research & develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks. 	<p>ANCIENT GREECE</p> <p>History</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p>Art</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay). • About great artists, architects and designers in history. <p>Design & Technology</p> <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks. • Select from and use a wide range of materials and components, including contraction materials, textiles and ingredients, according to their functional properties & aesthetic qualities. 	<p>UK GEOGRAPHY / LOCAL STUDY</p> <p>Geography</p> <ul style="list-style-type: none"> • Name and locate countries and cities of the UK, geographical regions and their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers) and land-use patterns and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day & night). • Use the eight points of a compass, four & six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.

		<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including contraction materials, textiles and ingredients, according to their functional properties & aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Understand & apply the principles of a healthy and varied diet. • Prepare & cook a variety of predominantly savoury dishes using a range of cooking techniques. <p>Music</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 		
Willow	B	CREATIVE ARTS Art and Design <ul style="list-style-type: none"> • To create sketchbooks to record their 	ANGLO SAXONS & VIKINGS History <ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons & 	MAYAN History <ul style="list-style-type: none"> • A non-European society that provides

		<p>observations and use them to review and visit ideas.</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay). About great artists, architects and designers in history. <p>Music</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 	<p>Scots.</p> <p>This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire. Scots' invasions from Ireland and north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne. <ul style="list-style-type: none"> The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066. <p>Art</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay). About great artists, architects and designers in history. 	<p>contrasts with British history – Mayan civilization c AD900.</p> <p>Geography</p> <ul style="list-style-type: none"> Locate the world's counties, using maps to focus on North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Art</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay). About great artists, architects and designers in history. 	
<p>Science Year B</p>	<p>Beech</p>	<p>Animals including Humans Year 2 Autumn 1 Healthy animals notice that animals, including humans, have offspring which grow into adults.</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food</p>	<p>Living things and their Habitats Year 2 Autumn 2 Habitats explore and compare the differences</p>	<p>Materials and properties Year 2 Spring 1 Materials matter Year 2 Spring 2 Squash, bend, twist, stretch identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>find out how the shapes of solid objects made from</p>	<p>Plants Year 2 Summer 1 Farms and foods observe and describe how bulbs and seeds grow into mature plants.</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

		<p>and air).</p> <p>describe the importance for human of exercise, eating the right amounts of different types of foods and hygiene.</p>	<p>between things that are living, dead and things that have never been alive.</p> <p>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 how they depend on each other.</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>describe how animals</p>	<p>some materials can be changed by squashing, bending, twisting, stretching.</p>	
--	--	--	--	---	--

			obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		
Lime	<p>Forces and Magnets Year 3 Spring 2 Amazing magnets compare how things move on different surfaces.</p> <p>notice that some forces need contact between two objects, but magnetic forces act at a distance.</p> <p>observe how magnets attract or repel each other and attract some materials and not others.</p> <p>describe magnets as having two poles.</p> <p>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.</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Rocks Year 3 Spring 1 Rocks and fossils compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Living things and their Habitats Year 2 Autumn 2 Habitats Year 2 Summer 2 Gardens and allotments explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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 how they depend on each other.</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	
Oak	<p>Electricity Year 4 Autumn 1 It's electric! identify common appliances that run on electricity.</p>	<p>Sound Year 4 Spring 1 Listen up! identify how sounds are</p>	<p>Properties and changes of Materials Year 5 Spring 1 Music festival materials Year 5 Spring 2 Changing materials education pack compare and group together everyday materials on the basis of their properties, including their</p>	<p>Animals including Humans Year 5 Summer 2 Homo sapiens: growth describe the changes as</p>	<p>Living things and their habitats Year 4 Spring 2 Name that living thing! Recognise that living</p>

		<p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wire, bulbs, switches and buzzers.</p> <p>identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>recognise that a switch opens and close a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>made, associating some of them with something vibrating.</p> <p>recognise that vibrations from sounds travel through a medium to the ear.</p> <p>find patterns between the pitch of a sound and features of the object that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound increases.</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>explain that some change result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>humans develop to old age.</p>	<p>things can be groups in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>
--	--	---	--	---	-----------------------------------	---

	Willow	<p>Light Year 6 Autumn 1 Crime lab investigations recognise that light appears to travel in straight lines.</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>explain that we see things because light travels from light sources to our eyes or from a light source to objects and then to our eyes.</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Electricity Year 6 Autumn 2 Electric celebrations associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>compare and give reasons for variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Properties and changes of Materials Year 5 Spring 1 Music festival materials Year 5 Spring 2 Changing materials education pack compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>explain that some change result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Living things and their habitats Year 5 Summer 1 Life cycles through art Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>		
IT (Terms not specified)		Multimedia		Programming		E-Safety and Data Handling	
	Acorn	Using Word to input simple text.		Bee-bots Tinkering activity x 2. Create simple programs. Uses of everyday technology in role play etc.		E-safety – Introduction to internet safety Hector’s World (thinkuknow website)	

		Drawing or writing on iPad screen.	Bee-bots app on iPad. Create simple programs. Hopscotch app (iPad)	Data: Starting with graphs
	Throughout year: Online elements including using websites and online games.			
Beech	Using Word to input text. Drawing using Paint or similar.	Spelling Rules Algorithms Understand what algorithms are. Crazy Character Algorithms Understand what algorithms are. Sharing Sweets Algorithms Understand what algorithms are. Bee-bots Basics Programming Create simple programs. Understand that algorithms are implemented as programs on digital devices. World Map Logic Activity Create simple programs. Use logical reasoning to predict the behaviour of simple programs. Scratch Tinkering Activity Create simple programs. Write programs that accomplish specific goals Scratch Jr Tinkering Activity (iPads) Create simple programs. Hopscotch app (iPads)		E-safety – Privacy and protecting feelings. Animal Magic (Sid) (thinkuknow website) Data: Sorting information
	Throughout year: Online elements including using email, search engines, websites etc.			
Lime	Using Word to input, save, retrieve and edit text. Changing font size, style and colour. Using Powerpoint to combine words and images, including photos.	Scratch Tinkering Activity Create simple programs. Write programs that accomplish specific goals Scratch Knock Knock Joke Write program, debug and evaluate. Scratch-Bot UK map Understand that programs execute by following precise and unambiguous instructions.		E-safety – Anti-bullying and keeping personal information safe. Animal Magic (Sid) (thinkuknow website) Data: Collecting and presenting information.

			<p>Pizza Pickle Scratch Debugging Debug simple programs. Bee-bots 123 Programming Create simple programs. Debug simple programs. Understand that algorithms are implemented as programs on digital devices. 2D shape Drawing Debugging Use logical reasoning to detect and correct errors in algorithms Fossil Formation Animation Write programs that accomplish specific goals Simulate physical system Use sequence in programs Introduction to Decomposition Unplugged Solve problems by decomposing them into smaller parts Patterns Unplugged Spot patterns in sets of objects and think of general statements to describe them. Abstraction unplugged Create simple models from dough or make quick sketches for a partner to guess what they are representing.</p> <p>Creating own greetings card using Scratch.</p>	
	Throughout year: Online elements which could include using blogs, email, search engines, websites etc.			
Oak	Combining pictures and recorded sound or text using iMovie or Movie Maker. Touch typing practice. Editing: more advanced editing including moving sections of text.		Classroom Sound Monitor Control physical systems Work with various forms of input Work with various forms of output Investigating Inputs Scratch Activity Work with various forms of input	E-Safety: Anti-bullying and social network behaviour. Data: Creating databases

		<p>Using a spellchecker.</p>	<p>Investigating Outputs Scratch Activity Work with various forms of output Bug in the Water Cycle Debug programs to ensure they accomplish specific goals Use logical reasoning to detect and correct errors in programs. Logical Number Sequences Use logical reasoning to explain how some simple algorithms work Solar System Simulation Activity Simulate physical systems Animated Poem Decomposition Solve problems by decomposing them into smaller parts Variables Unplugged Learn about variables by keeping score for a game. Patterns unplugged Spot patterns in recipes and reuse them in new recipes. Make a game project 3 lesson project which can be adapted to your topic. Scratch Tinkering Activity with Tinkering Chase Game Write programs that accomplish specific goals Network Hunt activity Understand computer networks including the internet</p>	
	<p>Throughout year: Online elements which could include using video-conferencing (Skype) blogs, email, search engines, websites etc.</p>			
	<p>Willow</p>	<p>Using Word to input, save, retrieve and edit text. Changing font size, style and colour. Using Powerpoint to combine words and images,</p>	<p>Scratch Tinkering Activity Create simple programs. Write programs that accomplish specific goals Scratch Knock Knock Joke</p>	<p>E-Safety: Internet citizenship and understanding online risk. Jigsaw (thinkuknow website)</p>

		<p>including photos.</p> <p>2 Sound recording and editing.</p>	<p>Write program, debug and evaluate. Scratch-Bot UK map Understand that programs execute by following precise and unambiguous instructions. Pizza Pickle Scratch Debugging Debug simple programs. Bee-bots 123 Programming Create simple programs. Debug simple programs. Understand that algorithms are implemented as programs on digital devices. 2D shape Drawing Debugging Use logical reasoning to detect and correct errors in algorithms Fossil Formation Animation Write programs that accomplish specific goals Simulate physical system Use sequence in programs Introduction to Decomposition Unplugged Solve problems by decomposing them into smaller parts Patterns Unplugged Spot patterns in sets of objects and think of general statements to describe them. Abstraction unplugged Create simple models from dough or make quick sketches for a partner to guess what they are representing.</p> <p>Creating own greetings card using Scratch.</p>	<p>Data: Accurate data, spreadsheets and graphs (Excel)</p>
		<p>Throughout year: Online elements which could include using cloud computing, video-conferencing (Skype) blogs, email, search engines etc.</p>		
<p>Literacy</p>	<p>See long term literacy plan. Units may be linked where appropriate to the topic focus. http://www.horspath.oxon.sch.uk/download/classes/curriculumplans/Long-Term-Literacy-Plan-2016-7.pdf</p>			

Maths		<p align="center">See long term maths plan.</p> <p align="center">http://www.horspath.oxon.sch.uk/download/classes/curriculumplans/Maths-Long-Term-Curriculum-Plan.pdf</p>		
MFL - French		EYFS		
		France Hello Names Rhymes	Colours Family Songs	Numbers Animals Rhymes
		Year 1		
		Family Greetings Colours Fruit Counting Classroom objects	Family Pets Counting Songs	Numbers Days Months
		Year 2		
		Revise numbers, days & months Weather Clothes	Fruit & vegetables Parts of the body	Numbers Commands
		Year 3/4		
		All about me Family & friends Christmas	Getting to know you Holidays Easter	Food glorious food Time Bastille Day
		Year 5/6		
		All about ourselves School life	That's tasty Time travelling French Day	Going shopping Let's visit a French town
R.E. (Year B)	Acorn	Is everybody special? <i>(Christianity/God/Belonging)</i>	How should people care for the world? <i>(Christianity/Judaism/Creation)</i>	Are some stories more important than others? <i>(Christianity/Judaism/Old Testament/ Moral stories)</i>
		Should we celebrate Harvest or Christmas? <i>(Christianity/Harvest/Christmas/Celebration)</i>	Should everyone follow Jesus? <i>(Christianity/Jesus/Leaders/Rabbi/Vicars)</i>	Do we need shared special places? <i>(Judaism/Synagogue/Community/Symbols)</i>
	Beech	Do Christians have to take communion? <i>(Christianity/Worship/Communion)</i>	Is a Jewish /Hindu child free to choose their beliefs? <i>(Judaism/Hindu/Belief/Commandments)</i>	Does Jesus have authority for everyone? <i>(Christianity/Authority)</i>
		Is light a good symbol for celebration? <i>(Hindu/Christianity/Judaism/ Advent/Divali/Chanukah)</i>	Does Easter make sense without Passover? <i>(Judaism/Christianity/Freedom)</i>	Can made-up stories tell the truth? <i>(Christianity/Truth/Story)</i>

	Lime	Do Murtis help Hindus understand God? <i>(Hindu/Art/Symbol/God)</i>	Is a holy journey necessary for believers? <i>(Hindu/Christianity/Pilgrimage)</i>	Did Jesus really do miracles? <i>(Christianity/Miracles)</i>	
		Should Christians worship Mary? <i>(Christianity/Mary/Worship)</i>	Should believers give things up? <i>(Christianity/Lent)</i>	Does prayer change things? <i>(Christianity/Hindu/Prayer)</i>	
	Oak	Do Muslims need the Qur'an? <i>(Islam/Muhammad (pbuh)/God/Allah/Jibreel)</i>	Does the community of the Mosque help Muslims lead better lives? <i>(Islam/Sacred Places/Mosque)</i>	Are you inspired? <i>(Christianity/Holy Spirit/Inspiration)</i>	
	Does God communicate with man? <i>(Christianity/Peace/Christmas)</i>	Was the death of Jesus a worthwhile sacrifice? <i>(Christianity/Sacrifice/Sin/Redemption)</i>	What's best for our world? Does religion help people decide? <i>(Christianity/Islam/Charity/Zakat)</i>		
	Willow	Are the Saints encouraging role models? <i>(Christianity/Saints)</i>	Do clothes express belief? <i>(Islam/Hijab/Sikh/Khalsa/5Ks)</i>	Can we know what God is like? <i>(Christianity/Islam/Hindu)</i>	
		Is "God made Man" a good way to understand the Christmas story? <i>(Christ/Incarnation/Emmanuel)</i>	Is the resurrection important to Christians? <i>(Christianity/Eternal life)</i>	Does what you believe about creation matter? <i>(Multi faith/Creation/Care for world)</i>	
PSHE	New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships and changes

Curriculum Areas covered exclusively by Topics: Art and Design, History, Design and Technology, Geography

Curriculum Areas partially covered or linked to Topics: Music, Literacy, Computing and Science

Curriculum Areas which may feature within topics but will need to be taught as stand-alone: Mathematics, Literacy, Science, RE and Computing

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

PROMOTING SMSC ACROSS THE CURRICULUM AT Horspath CofE Primary School

<p><i>ENGLISH contributes to SMSC development through:</i></p> <ul style="list-style-type: none"> Developing confidence and expertise in language, which is an important aspect of individual and social identity; Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television; Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. 	<p><i>SCIENCE contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> Encouraging pupils to reflect on the wonder of the natural world; Awareness of the ways that science and technology can affect society and the environment; Consideration of the moral dilemmas that can result in scientific developments; Showing respect for differing opinions, on creation for example; Co-operation in practical activity; Raising awareness that scientific developments are the product of many different cultures. 	<p><i>GEOGRAPHY contributes to Children's SMSC development through:</i></p> <ul style="list-style-type: none"> Opportunities for reflection on the creation of the Earth Reflection on the fair distribution of the Earth's resources and issues surrounding climate change; Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society. 	<p><i>ART contributes to SMSC by:</i></p> <ul style="list-style-type: none"> Art lessons develop children's aesthetic appreciation Giving pupils the chance to reflect on nature, their environment and surroundings. Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.
<p><i>HISTORY makes a contribution to children's SMSC by:</i></p> <ul style="list-style-type: none"> Looking at the creation and evolution of British society; Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism; Showing an awareness of the moral implications of the actions of historical figures. 	<p><i>COMPUTING contributes to Children's SMSC development through:</i></p> <ul style="list-style-type: none"> Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; Making clear the guidelines about the ethical use of the internet; Acknowledging advances in technology and appreciation for human achievement 	<p><i>Children's SMSC development is actively promoted through PE by:</i></p> <ul style="list-style-type: none"> Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play; Exploring the sports and traditions of a variety of cultures. Individual activities that provide the opportunity for self-reflection, awareness and challenge. 	<p><i>DESIGN & TECHNOLOGY contributes to SMSC by:</i></p> <ul style="list-style-type: none"> Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives; Awareness of the moral dilemmas created by technological advances; How different cultures have contributed to technology; Opportunities to work as a team, respecting, other's strengths, sharing equipment.
<p><i>MATHEMATICS can provide a contribution to children's SMSC by:</i></p> <ul style="list-style-type: none"> Enabling pupils to acknowledge the important contribution made by mathematics by non-western cultures. 		<p><i>FRENCH contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> Children may gain insights into the way of life, cultural traditions, moral and social developments of other people; Social Skills are developed through group activities and communications exercises. Listening skills are improved through oral/aural work. 	