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| Curriculum drivers: Empathy | |
| <p>English <i>Overview:</i> Traditional Tales, Non-Fiction, Poetry <i>Core Texts:</i> Goldilocks Project, Trees, It Starts with a Seed</p> | <p>Maths <i>Overview:</i> Place Value/Addition and Subtraction</p> |
| <p>Science <i>Overview:</i> Living things and their habitats/Seasonal Change <i>Key Question:</i> What is it important to look after different habitats?</p> | <p>History <i>Overview:</i> The Great Fire of London <i>Key Question:</i> Why did the fire spread so quickly?</p> |
| <p>Computing <i>Overview:</i> E-Safety and Computer Science <i>Key Question:</i> How can someone's online identity be different to their real identity?</p> | <p>Music <i>Overview:</i> Improvising Rhythms <i>Key Question:</i> How can I improvise rhythms to an accompaniment?</p> |
| <p>Art <i>Overview:</i> Expressive Painting <i>Key Question:</i> How can we explore colour using a variety of mark making tools?</p> | <p>RE <i>Overview:</i> Jesus's example as the Son of God <i>Key Question:</i> Is it possible to be kind to everyone all of the time?</p> |
| <p>PE <i>Overview:</i> Run, Jump and Throw/Lacrosse <i>Key Question:</i> How can I develop power, agility, coordination and balance?</p> | <p>PSHE <i>Overview:</i> Me and My Relationships <i>Key Question:</i> How are some relationships more important than others?</p> |
| <p>Visits/Visitors</p> <p><i>Key focus:</i> To</p> | |