

Term	Autumn		Spring		Summer	
Cross Curricular Topic	Houses and Homes	TBC Christmas Show	London	Plants and Growth	Deep Sea Explorers	Being Healthy
National & Whole School Events	National TA Day Black History Month International Sign Language Week BSL Celebration Day World Mental Health Day Diwali	Remembrance Day Road Safety Week Anti-Bullying week Christmas Workshops FBS Christmas Show Christmas Lunch & Father Christmas	Chinese New Year Safer Internet Day Sign2Sing LGBT Month Charlotte's Mad Hat Day Children's Mental Health Week	World Book Day BSL Recognition Day Ramadan British Science Week Mother's Day World Maths Day	Deaf Awareness Week Eid-al-Fitr Earth Day English Language Day International Nurse Day	World Oceans Day Deaf Festival Week Sports Day Whole School Trip Winning House Trip
Head teacher Key Assemblies	International Day of Sign Language Rosh Hashanah Harvest Black History Month	Anti-bullying British Values and Friendship Diwali Celebrating our achievements Resolving Conflict	NSPCC – Keeping Safe World Religion Day Chinese New Year Online Safety Mental Health & Well-Being	World Wildlife Day People who help us Holi World Water Day Easter	Resilience Meaning of Friendships Different Relationships Ramadan British Values: Respect	World Environment Day Father's Day Healthy Relationship Culture Week Moving on and Saying Goodbye
Books	The Three Little Pigs. Hansel and Gretel. This is our house. In every house on every street. Step inside through history.	TBC	Katie in London. A street through time. The buildings that made London. The Queens Hat. All aboard the London bus.	Jack and the Beanstalk. Ten seeds. The Little Gardener. It starts with a seed. Lollipop and Grandpa's back garden safari.	Commotion in the Ocean. The Rainbow Fish. Little Turtle and the Sea. Dougal's Deep-Sea diary. The Storm Whale.	Oliver's Fruit Salad. Grandpa's Garden. Arlo the Lion who couldn't sleep. The Gut Garden. The jewelled jaguar.
Vocabulary (Key English words and BSL signs)	Y1/2 Common Exception Words. Y1/2 High Frequency Words. House; home; brick, wood, live.	Y1/2 Common Exception Words. Y1/2 High Frequency Words. Christmas.	Y1/2 Common Exception Words. Y1/2 High Frequency Words. London; city; travel; Great Fire of London; country.	Y1/2 Common Exception Words. Y1/2 High Frequency Words. Plant; nature; natural; growth; earth.	Y1/2 Common Exception Words. Y1/2 High Frequency Words. Sea; water; ocean; poetry; The Titanic;	Y1/2 Common Exception Words. Y1/2 High Frequency Words. Health; healthy; lifestyle; environment; wellbeing; safety.
Questions for Deeper Learning	What are the features of a house? Why do houses have windows? What material do you think is the best for a roof? Which materials are the most suited? What does a Victorian kitchen look like? What do you know about Inuit homes?	TBC	Where is London? What are the key features of London? Can you think of a similar place to London? Do you think London will stay the same or change in years to come? Create your own London Landmark.	Who gave Jack the seeds? Why did Jack sell the cow? What would you have done if you had no money? What would have happened if Jack didn't sell the cow? What do you think of the Giants mood? What would you do welcome the giant to land?	Can you name the seven oceans of the world? What is the difference between a dolphin and a shark? What did you find about your chosen sea animal? Can you investigate the differences between crabs and fishes? Can you write your own description of a sea creature?	Can you list the ways how we can be healthy? Explain the different food groups. Create your own plate applying all the food groups. What are the steps to make a sandwich? How could the instructions be improved? Can you create your own recipe?
English	Text focus: Hansel and Gretel Create a labelled storyboard with simple sentences. To spell the days of the week. To name the letters of the alphabet in order.	TBC	Text focus: Katie in London Write a postcard / diary. Create a poster. To leave spaces between words. To joining clauses using "and". To use nouns and verbs independently.	Text focus: Jack and the Beanstalk. Write a newspaper report. Create a news channel. Leave spaces between words. To join words and join clauses using 'and'. Add prefixes and suffixes.	Text focus: Commotion in the Ocean. Create an acrostic poem. Create a class fact file. Leave spaces between words. To join words and join clauses using 'and'. Add prefixes and suffixes.	Text focus: Oliver's Fruit Salad & variety of recipes. Create a simple instruction to make a healthy snack. Leave spaces between words. To join words and join clauses using 'and'.

	To use capital letters. To leave spaces between words. To understand what a noun is and to identify the noun group. To understand what a verb is. To understand what suffixes ed are. To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. To sequence sentences to form short narratives To re-read what they have written to check that it makes sense. To use a scaffold with visual support for spelling. To learning the possessive apostrophe (singular) To learn to spell more words with contracted forms. To write down ideas and/or key words, including new vocabulary. To confidently use a scaffold with visual support for spelling.		To use a scaffold with visual support for spelling. To use expanded noun phrases to describe and specify. To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). To confidently use a scaffold with visual support for spelling.	To punctuate simple sentences using a capital letter and a full stop, question mark or exclamation mark. To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). To confidently use a scaffold with visual support for spelling.	To punctuate simple sentences using a capital letter and a full stop, question mark or exclamation mark. To say out loud what they are going to write about. To sequence sentences to form short narratives. To use expanded noun phrases to describe and specify. To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). To confidently use a scaffold with visual support for spelling.	Add prefixes and suffixes. To punctuate simple sentences using a capital letter and a full stop, question mark or exclamation mark. To confidently use a scaffold with minimal visual support for spelling. To read and spell most common exception words. To write for different purposes (recipes/letters). To evaluate their writing with the teacher and peers. To proofread to check for errors in spelling and punctuation.
BSL	To know how to introduce themselves. To begin to sign question forms and answer them in BSL. To know how to fingerspell correctly. To know the signs for all of family members. To know where they live. To describe where they live and what habitat.	To know the Christmas play characters’ sign names. To understand and respond to WHO, WHAT, WHERE and WHEN questions linked with the Christmas play. To sign in BSL 3-word sentences from the play script. To make simple additions, revision and corrections to their own signs.	To know about London and different boroughs. To know about different types of transport in London. To know different Deaf events in London. To know Deaf organisations in London. To meet a Deaf role model working in London.	To know what jobs my parent do. To know what jobs Deaf people cannot do. To know what I want to be come in the future. To know the timeline of education (Nursery, school, college, university.) To know when to use past, present and future tense. (BEEN, NOW, WILL).	To know about BSL stories and poems linked to Deep Sea. To learn 4 more emotions: EXCITED, NERVOUS, FRIGHTENED and CONFUSED To use emotive colours: DARK, DULL, BRIGHT, LIGHT, and BOLD in their stories. To create my own BSL story and characters linked to Deep Sea. To use inflections to verbs in my stories. To use role-shift in my BSL stories. To detect roles being shifted in BSL stories.	To know their morning routine. To know about healthy food and what is not. To know why it is important to have health and safety. To know Deaf role models working in health. To know directional verbs with increasing accuracy. To use signs using BSL timeline e.g. WAIT, SOON, LATER, TOMORROW, NOW, TODAY, YESTERDAY, BEFORE.
Mathematics	Place Value within 10 & 20 To identify and represent numbers using objects and	Addition and subtraction within 10 & 20 To read, write, and interpret	Multiplication & Division To solve one-step problems involving multiplication and	Place Value within 50 To identify and represent numbers using objects and	Place Value within 100 To identify and represent numbers using objects and	Geometry To describe position, direction and movement including

	pictorial representations including the number line and start to use the language of: equal to, more than, less than (fewer), most, least. To count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To compare numbers using <, > and = signs. To read and write numbers from 1 to 20 in numerals and words. Shape To recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] Place Value To count in steps of 2, 3, and 5 from 0 and in tens from any number forward and backward. To read and write numbers to at least 100 in numerals and words. To identify, represent, and estimate numbers using different representations including the number line. To recognise the place value of each digit in a two-digit number (tens, ones. To compare numbers using <, > and = signs. Shape	mathematical statements involving +, = and – signs. To add and subtract one digit and two-digit numbers to 20 including 0. To solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems. Addition and Subtraction To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. To add and subtract numbers using concrete objects, pictorial representations and mentally including a 2 digit no and ones, a 2 digit no and tens, two 2-digit no and adding three 1-digit numbers. To solve problems with addition and subtraction. Addition and subtraction mastery.	division by calculating the answer using the concrete objects, pictorial representations, and arrays with the support of the teacher. Measurement To compare, describe and solve practical problems for lengths and heights, mass and weight, capacity and volume, time. Multiplication & Division To recall and use multiplication and division facts for the 2, 5 ad 10 multiplication tables, including recognising odd and even numbers. To show that multiplication of two numbers can be done in any order (commutive) and division of one number by another cannot. To calculate mathematical statements for multiplication and division within the x tables and write the sums using the x, / and = signs. Measurement To choose and use appropriate standard units to estimate and measure length and height, mass, temperature, and capacity.	pictorial representations including the number line and start to use the language of: equal to, more than, less than (fewer), most, least. To count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To compare numbers using <, > and = signs. To read and write numbers from 1 to 20 in numerals and words. Fractions To recognise, find and name a half as one of two equal parts of an objects shape or quantity. To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Place Value To count in steps of 2, 3, and 5 from 0 and in tens from any number forward and backward. To read and write numbers to at least 100 in numerals and words. To identify, represent, and estimate numbers using different representations including the number line. To recognise the place value of each digit in a two-digit number (tens, ones. To compare numbers using <, > and = signs. Fractions To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	pictorial representations including the number line and start to use the language of: equal to, more than, less than (fewer), most, least. To count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. To compare numbers using <, > and = signs. To read and write numbers from 1 to 20 in numerals and words. Measurement To sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). To recognise and use language relating to dates, including days of the week, weeks, and months. To tell the time to the house and half past and draw hands on a clock face. To compare and sequence intervals of time. To tell and write the time to five minutes including quarter past, to the hour and draw the hands on a clock face to show these times. To know the number of minutes in an hour and number of hours in a day. Place Value To count in steps of 2, 3, and 5 from 0 and in tens from any number forward and backward.	whole, half, quarter, and three-quarter turns. Measurement To recognise and know the value of different denominations of coins and notes. Geometry To order and arrange combination of mathematical objects in patterns and sequences. To use math vocab to describe position, direction and movement including moving in a straight line and distinguishing between rotation as a turn. Statistics To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions by counting no of object in each category and sorting categories by quantity. To ask and answer questions about totalling and comparing categorical data. Measurement To recognise and use symbols for pounds and pence. To combine amounts to make a particular value. To find different combinations of coins that equal the same amounts of money. To solve simple problems in a practical context involving addition and subtraction of money.
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	To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. To identify 2D shapes on the surface of 3D shapes. To compare and sort common 2D & 3D shapes and everyday objects.				To read and write numbers to at least 100 in numerals and words. To identify, represent, and estimate numbers using different representations including the number line. To recognise the place value of each digit in a two-digit number (tens, ones). To compare numbers using <, > and = signs. Recognise the place value of each digit in a two-digit number. Compare and order number 0-100.	
Science	Everyday Materials To distinguish between the object and the material from which it is made. To identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock. To describe the simple physical properties of a variety of everyday objects. Compare and group together a variety of everyday materials on the basis of their simple properties. Use of everyday materials To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretching. To create their own video fact file about everyday materials.	Seasonal changes- Autumn & Winter To observe changes across the autumn & winter. To observe and describe the weather associated with Autumn & Winter and how the length of a day varies. Living things and their habitats To explore and compare the difference between living and non-living things that have never been alive. To identify that most living things live in autumnal/wintery habitats to which they are suited. To identify and name a variety of Autumn/Winter plants and animals in their habitats including microhabitats. To describe how autumn & winter animals obtain their food from plants and other animals using the idea of a simple food chain. To create a visual packing list of what to pack for a winter holiday. To present a News Reading Channel presenting the weather.	Seasonal changes- Spring & Summer To observe changes across Spring & Summer. To observe and describe the weather associated with Spring & Summer and how the length of a day varies. Living things and their habitats To explore and compare the difference between living and non-living things that have never been alive. To identify that most living things live in warm habitats to which they are suited. To identify and name a variety of spring & summer plants and animals in their habitats including microhabitats. To describe how spring & summer animals obtain their food from plants and other animals using the idea of a simple food chain. To create a visual packing list of what to pack for a summer holiday. To present a News Reading Channel presenting the weather.	Plants (identifying different plants) To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common following plants. To identify and name the roots, trunk, branches and leaves of trees. Plants (growing plants) To observe and describe how seeds and bulbs grow into mature plants, To find out and describe how plants need water, light and warmth to grow and stay healthy. To create a sensory visual display labelling a plant / tree. To plant a variety of plants. To observe and record growth in a diary.	Animals, including humans (identifying animals) To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. Animals, including humans (growth and survival) To identify that most living things live in habitats to which they are suited. Know that animals including humans have offspring, which grow into adults. To know the basic stages in a life cycle for animals including humans. To find out and describe the basic needs of animals including humans for survival (food, water, air). Make a fact file about a sea creature.	Animals, including humans (identifying animals) To identify and name a variety of common animals that are carnivores, herbivores and omnivores. Animals, including humans (growth and survival) To identify that most living things live in habitats to which they are suited. To know that animals including humans have offspring, which grow into adults. To know the basic stages in a life cycle for animals including humans. To find out and describe the basic needs of animals including humans for survival (food, water, air).

Computing	Information Technology- Computer skills To identify different technology in school. To know the sign for each identified technology. To use a computer mouse and or trackpad comfortably. To be able to click and drag on a mouse. To switch on and shutdown a computer. To label some parts of a computer.	Information Technology- Using and applying To identify and practise computer skills. To be able to click and drag on a mouse. To know where letters are on a keyboard. To save a file. To manipulate and retrieve digital content.	Creating a PowerPoint Presentation To create a folder. To organise ideas for a presentation. To create a simple presentation with text. To add and format an image. To reorder slides and deliver a presentation. To search and print. To present in front of the class about London. Internet Safety Day: What is the internet? How to stay safe online and Uses of the Internet.	Scratch Coding Junior To know the different positional language needed in BSL. To know what each coding block mean. To describe and use instructions to program a character. To program a character to grow and shrink. To use instructions to make characters to move at diff speeds and distance. To create programs that play a recorded sound. To create programmes with a sequence of linked instructions.	Searching the Internet To search the internet using one word. To search the internet to find results suitable for children. To follow links to another web page. To follow links safely online. To use camera to take safe photos to use online. To research about Deep Divers. To google for images of marine animals from the Deep Sea.	Digital Literacy- Online safety To create name and date digital work. To safely search for images online. To understand how to communicate safely online. To understand what personal information I need to keep safe. To explore how to use email to safely communicate. To apply online safety knowledge to help others make good choices online.
Geography	Homes around the World To identify a house and a home. To know where and how the Inuit people lived. To know where and how the Yanomami people live. To learn about the Massai people and explain their traditions. To look at and compare different homes around the world. To learn about homes that are underground name simple key features. To look at and understand a nomadic way of life.	The UK To name and locate the continent, country in where we live on a map and a globe. To name the four countries of the UK. To identify the flags and the emblems for each of the four countries of the UK. To locate where London is on a simple map and more complex map. To read a simple map. To look at and compare London to another city in a different continent.	Explore London To locate London on a map and describe its location. To identify and describe landmarks of London. To be able to identify compass points and to use compass points and positional direction to navigate between London Landmarks. To identify and describe a variety of geographical features in London. To explore seasonal weather patterns in London.	The seven continents To identify and name the seven continents and position them on the map and on a globe. To identify animals, plants and famous landmarks in these continents. To use Google Earth and screenshot each continent. To explore typical seasonal weather in each of the seven continents.	The oceans To identify and name the five oceans and position them on the map. To say which continent is next to which ocean. To identify what a lake, river, pond and ocean is and the type of water it contains for each.	Maps To name different maps and explain some features of maps. To draw a simple sketch map of school/local area. To name the 4 compass points. To use atlases to locate four countries of the UK, capital cities and other key places; the seven continents; and five major oceans of the world. To use aerial photos to view from above. To begin to make comparisons between features of different places.
History	Victorian Homes To investigate a variety of homes today. To investigate similarities and differences between homes. To identify key external features of a home. To explore homes built a long time ago. To be able to find out what Victorian homes were like inside. To identify and explore objects in a Victorian home and their uses.	TBC	The Great Fire of London To compare past and present London. To look at and identify how London buildings were different in the past. To describe some ways in which we live now is like 1666. To compare firefighters then and now. To say how the Great Fire started and spread. To find out how London was rebuilt after the Great Fire.	Alternate topic: Forest School	The Titanic To investigate what a ship is and its function. To look at The Titanic. To understand the scale of the Titanic and what it offered to its passengers. To understand the class system on the Titanic. To understand the Titanic's journey line. To explain how and why the Titanic sunk. To understand how the sinking of the Titanic changed the health and safety on board.	Nurturing Nurses To develop an awareness of the lives of significant nurses in the past who have contributed to national and international achievements. To explain who Florence Nightingale was and how she improved nursing. To explain who Mary Seacole was and how she improved nursing. To explain who Edith Cavell was and how she improved nursing.

	To understand that there was no electricity in most Victorian homes. To understand what a stately home is and where the Kings and Queens of the past lived.					To compare the lives of different nurses.
Art	Landscapes and Cityscapes To paint a landscape using colour and texture. To describe the works of Monet. To use pastels to create a cityscape. To use colour, texture and line in a cityscape. To describe to works of Van Gogh.	Chaos Art To make collage in primary colours. To create colour fields painting using the colours I have mixed. To create painting using tints I have mixed. To create a drip painting using shades I have mixed. To Create painting using warm and cool colours. To Create artwork linked to Christmas Production using new skills I've learnt.	Lowry To look at and compare two paintings. To paint a seascape. To mix paint in Lowry colours. To talk about the work of LS Lowry. To paint a background; draw simple buildings and simple matchstick figures. To use scissor skills. To make a Lowry City Collage.	Nature Sculptures To draw an observational drawing of a natural object. To collect materials for my nature sculpture. To make my own land art. To work in group to make a Big Build nature sculpture. To make a collage about my work on nature sculpture.	Fabricate To use materials creatively to make a paper placemat. To use ideas from the work of other artists in own work. To weave a paper placemat. To create a batik product. To use batik creatively by making a batik coaster.	Creating a poster To draw a range of thick and thin lines. To use dots and lines to show pattern and texture. To use pastels and crayons to draw fruits or vegetables. To draw a self-portrait. To create a poster about Being Healthy.
Design & Technology (D&T / FT)	D&T: Houses and Homes To explore furniture in different houses and identify its use. To investigate how to join and combine materials. To collaboratively in pairs furnish a room, each to design and make their own furniture. To be able to evaluate a finished product. To showcase the techniques and materials used.	FT	D&T: A Tudor Home To explore different types of houses and identify shapes and features. To investigate how to join and combine shapes to make a house. To investigate ways of creating the features of a Tudor house. To be able to design a Tudor house. To be able to follow a design to create a Tudor house. To be able to evaluate a finished product. Burn the finished product to replicate the Great Fire of London.	FT: The Edible Garden To know which food they should be eating more and less of. To understand the correct proportions of a balanced meal. To be able to plant and care for a variety of ingredients so they yield produce. To name some herbs and know how to grow them. To be able to measure and cook ingredients, strawberry smoothies and cooking with tomatoes.	D&T: Under and Over the Sea To use different tools and materials to create a sea animal. To explore different materials. To create an under the sea collage. To create patterns using different shades of blue. To use watercolour paints to create an underwater scene. To draw and colour a self-portrait of a Pirate.	FT: Delicious Dips & Dippers To understand where food comes from. To evaluate different dips. To start to think about where different food come from. To explore different dippers and describe them. To make dips and dippers. To explain why we need to eat a balanced diet and a variety of food groups to stay healthy. To follow plans to make their own dip and dipper. To evaluate their dip and dipper.
Physical Education	Multi-Sports To use running, jumping, throwing and catching in isolation and in combination.	Dance To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming Gymnastics To develop flexibility, strength, technique, control and balance.	Swimming Athletics To play competitive games. To use running, jumping, throwing and catching in isolation and in combination.	Swimming Cricket To use running, jumping, throwing and catching in isolation and in combination.	Swimming Football To play competitive games and apply basic principles suitable for attacking and defending.
Sports Tournaments / Trips		Ice-Skating at the Tower of London.		Deaf Sports Event.	Panathlon Swimming Gala.	Sports Day: Inter-House Competition. Deaf Schools Football Tournament.
PSHE / RE	RE: Places of worship To know what a place of worship is.	RE: The Gift of Giving To explain what Christmas is.	RE: Easter	PSHE: Growth	PSHE & RE: Friendship	PSHE: It's My Body To describe their daily bedtime routine.

	To discuss key parts of a Jewish Synagogue. To discuss key parts of a Hindu Mandir. To discuss key parts of a Christian Church. To discuss why places of worship are important in religions. To use and apply the key parts of a place of worship to a new design.	To explain how Christians celebrate Christmas. To explain why gifts are given at Christmas. To explain what Eid-al-Fitr is. To explain how Muslims celebrate Eid-al-Fitr. To explain what Zakat is.	To understand why Palm Sunday is important to Christians. To say what happened on Maundy Thursday. To say why the cross is important to Christians. To explain what a surprise is. To explain how the disciples felt on Easter Sunday. To explain how Christians celebrate Easter.	To explain what 'unique' means and consider what makes them unique. To show respect for others' likes and dislikes. To show an understanding of the need to get to know a person before making assumptions about them. To show an understanding of how our responsibilities change as we grow. To talk about their family and ask others questions about their family.	To say who their friends are and describe what they do with their friends. To explain how to be a good friend. To explain how a disagreement can be resolved. To explain which qualities, make a good friend. To think about the consequences of actions. To explain who Jesus' disciples were.	To explain what happens if you do not exercise regularly. To understand that other people have rights for their own body. To list some foods that are good to have once a week. #To identity hazard signs that mean something is dangerous. To explain what germs are and why people need to keep clean.
Deaf Studies	To describe their friends, staffs in school. To describe their family members. To understand that not all Deaf are same. (Hearing aids, cochlear implants, BSL, spoken English etc) To be able to do asking children and staff in school if they are deaf or hearing. To understand who is Deaf and who is hearing in their family. To paint a Family Tree and labelling who is Deaf/hearing.	To know the story of the Christmas production in BSL. To draw their character in the play. To describe their character in detail. To act in the style of their character. To create a series of dance moves for each of their characters.	To understand why we have sign names. Pick one of story and create their sign name. To retell a story with green screen To be able survey children and staff about their sign name. To create the video of staffs and children's sign name and why with green screen.	To learn older and younger deaf people and equipment. To know there are change in hearing aids and cochlear implants. To research what does Deaf people use equipment in the past. To create a future hearing aid/ cochlear implant look like what. To plan what to say in the video about Deaf people in the past. To create the video and edit with green screen.	To experience BSL stories told by Deaf adults. To watch BSL stories. To retell 'underwater themed' stories. To create sign names for the main characters. To retell a story by using green screen technology.	To research which Deaf organisations that help Deaf people into health body, mind social skills. To learn about Deaf role models and their role in the community. To participate in sessions led by Deaf role models in sports and cookery. To plan and make their own short fitness video. To plan and make a cooking video using healthy recipes.
Educational Trips	Chiltern Open Air Museum. Shri Swaminarayan Mandir Temple. Apsley House (stately home).	TBC	The London Eye. Hop on and off bus. Tate Gallery. The Museum of London. The Monument & Pudding Lane. Trafalgar Square. Buckingham Palace.	Garden Centre. Kew Gardens. Queen Mary's Garden. Fruit and vegetable picking. Art Gallery (sculptures)	London Aquarium. Fishing trip. Cutty Sark Maritime Museum	Pizza Express. Florence Nightingale Museum. Local supermarket / fruit/veg stalls.
Community links	Local area walks. Platform 9 ¾ at Kings Cross Station.	Christmas Show Workshops: working with external volunteers. Christmas Show performances to parents and the community.	The Museum of London.	British Deaf Association.	Camley Natural Park.	Deaf Schools & Units. Deaf Role Models. Waitrose Cookery School.

Year 1 = Purple

Year 2 = Orange

Year 3 = Blue

Year 4 = Green

Year 5 = Pink

Year 6 = Red