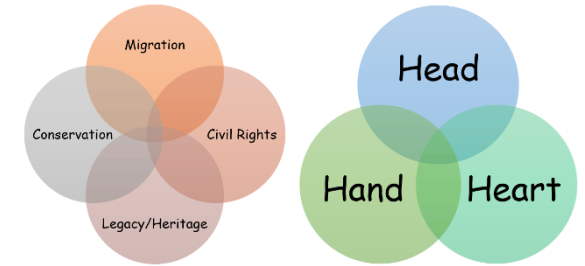


Riversdale Primary School

Medium Term Planning



Year Group	Glitter and Crystal Class
Term	Autumn 1

Learning Overview

English

This term, pupils will engage with a range of rich and stimulating texts, including ***Don't Look Back* by Becca Perl** and ***On Sudden Hill* by Linda Sarah**. These carefully selected fiction and non-fiction texts will provide meaningful opportunities to develop communication, reading, and writing skills. Through structured activities, pupils will explore character development, sequence events, solve problems, and express ideas. Learning will be supported through storytelling, sensory experiences, and visual prompts to ensure accessibility and engagement.

Mathematics

Pupils will continue to consolidate and extend their mathematical understanding through the **Power Math** scheme of work. Lessons will build on prior knowledge and focus on developing confidence in applying key concepts in practical and meaningful contexts.

Science

The focus this term is on **Electricity**. Pupils will investigate this topic through hands-on, sensory-based activities designed to promote exploration and discovery. Lessons will be highly structured and supported with visual aids, enabling pupils to make predictions, observe outcomes, and reinforce key vocabulary. This approach aims to foster curiosity, early scientific thinking, communication, and attention skills, while providing opportunities for turn-taking and collaborative learning in a calm and safe environment.

Geography

The central theme for this term is *Our Country: Cities and Villages*. Pupils will learn about major non-capital cities in the UK and compare them with rural areas, exploring the differences between urban and countryside life. They will use maps, images, and digital resources to identify features of cities and villages, and discuss why people live in different types of places.

History

Pupils will learn about significant historical events in London, ***The Gunpowder Plot***. These lessons will enable pupils to sequence events, understand cause and effect, and engage with the past through a range of visual and practical activities.

Religious Education (RE)

This term, pupils will continue to develop their understanding of different religions and beliefs through stories, discussions, and creative activities. The focus will be on Islam.

Design and Technology (DT)

Pupils will design and create their own puppets, developing skills in planning, making, and evaluating.

Computing

Learning will focus on internet safety and Network and Internet.

Physical Education (PE)

Pupils will participate in a range of physical activities and swimming lessons to develop coordination, strength, and overall fitness.

Music

This term, pupils will explore the concept of *Call and Response* through singing and instrumental activities, building listening and performance skills.

Art

Pupils will continue to develop their artistic techniques and creativity through a range of media.

Personal Development

Through the *My Happy Mind* program pupils will build strategies for understanding and managing emotions, promoting resilience, self-awareness, and positive mental health.

Note:

Teaching and learning will be carefully planned, adapted, and supported to meet the unique needs, strengths, and learning styles of all pupils. A range of strategies and resources will be used to ensure accessibility, engagement, and inclusion, creating a supportive environment where every child can participate fully and make meaningful progress.

Quality Stimulus Text(s)

- Don't Look Back by Becca Perl
- On Sudden Hill by Linda Sarah

**Linked UNCRC Articles**

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 10: Contact with Parents Across Countries

- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing	• Use a capital letter for “I”. • Start sentences with a capital letter. • Separate words with spaces. • Finish the sentence with a full stop. • To orally use simple coordinating conjunctions: “and”. • Write a compound sentence using the coordinating conjunction “and”. • Understand a noun is a naming word for people, places, animals and things. • Plurals - Regular plurals where you only add an “-s”. • Understand a verb is an action word. • Know what imperative verbs are • Know how to sequence pictures, sentences. • Know what rhyming words are.	<u>Write Stuff EYFS – Adapted</u> NARRATIVE: • Identify that stories are made-up (fiction) texts. • Understand that stories have a beginning, middle, and end. • Identify characters and recognize their names, feelings, and actions. • Understand settings and recognize where and when the story happens. • Identify the problem and solution in a story. • Recognize that sentences start with a capital letter and end with a full stop, question mark, or !. • Explore dialogue (characters talking) and recognize descriptive words (adjectives/adverbs).	<u>Pupils to apply grammar in:</u> <u>Writing to Entertain</u> • Identify story elements: characters, setting, problem, solution. • Understand how characters feel in different situations. • Explore retelling a story in the correct order. • Identify the structure for planning a story: beginning, middle, end. • Recognize the use of capital letters, full stops, and punctuation in writing. • Explore using describing words for characters, places, and actions. • Identify ways to listen carefully to other people’s stories. <u>Composition:</u> • Plan writing by discussing and recording ideas within a given structure. • Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning. • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure. <u>Handwriting:</u> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. • Practice joining letters. • Practice writing on the line. • Increase the legibility of their handwriting.	• Understand empathy: how characters feel. • Explore creativity: making up characters, places, and events. • Patience: taking time to plan and write. • Confidence: sharing stories with others. • Explore problem-solving: how characters fix problems. • Understand kindness: respecting other people’s stories. • Recognise persistence: keep trying even if writing is tricky or mistakes are made

Phonics	• Revision of Phase 2 and 3 sounds • Revision of Phase 2 blending	<u>Letters and Sounds Revised SEND Scheme</u> <u>Consolidate/Practice Phase 2 Blending</u> <u>Phase 3 Blending</u> <u>Spelling as per Phonics Scheme</u>		
Reading	• Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Re-reading sentences for clarity. • Talk about book preferences. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading	Ready, Steady Read Together Scheme Y2 Adapted: Fiction: Focus  Non-Fiction: Focus  Comprehension: Adapted • Listen to and talk about lots of books: stories, poems, plays, non-fiction, and reference books. • Learn many stories, including fairy tales, and retell them in your own words. • Read different kinds of books for different purposes. • Join discussions about books you read and books that are read to you. • Notice simple themes and common features in stories. • Find and record information from non-fiction books. • See how language, structure, and layout help meaning.	Reading skills: • Connect what you already know with what you read. • Look for and talk about new words you have learned to understand the text. • Use phonics, word meanings, and text clues to understand words and sentences. • Read different texts more accurately and fluently. • Share your ideas about what you read, with support. • Enjoy reading and try to understand what you read. • Read aloud using punctuation to help with expression and voice. • Check your reading: re-read, read ahead, or correct mistakes. • Re-read sentences to make sense of them. • Skim a text to get an idea of the topic or purpose. • Notice the purpose of a text: to inform, explain, or give instructions. • Read short information texts by yourself with focus. • Notice how texts are organised, e.g., lists or numbered points.	• Listen Respectfully: We listen carefully when others read or talk about books. We respect different characters, cultures, and ideas. • Share Opinions: We can say what we think about a book. We explain why we like or dislike it. We notice how characters feel, think, and act. • Value Reading: We enjoy lots of different books. Some books give information, some make us laugh, and some teach us new things. • Take Ownership: We choose books we like and can read. We use strategies like looking again at words, checking our understanding, and fixing mistakes. • Reflect: We think about the story, characters' actions, and what we have learned. We explain our ideas using parts of the book. • Share and Present: We share our thoughts in groups. We read poems and plays out loud. We can present information or stories to the class. • Take Turns and Respect Views: We wait for our turn to speak. We listen to other people's ideas. We make fair choices together. • Aspire to Improve: We try to read more fluently and understand more. We learn new words and read more challenging books. • Love Reading: We enjoy stories, poems, and information books.

		• Prepare and read short poems or play scripts aloud, using voice, expression, and actions. • Predict what might happen using clues from the story. • Check that what you read makes sense and explain the meaning of some words. • Understand characters' feelings, thoughts, and motives from what they do, and explain using evidence. • Ask questions to help understand the text better. • Identify main ideas from several paragraphs and summarise them. • Notice interesting words and phrases that make reading enjoyable.		We talk about books we like with excitement.
Mathematics:	Power Maths Adapted Numbers to 10 • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less • 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 • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • read and write numbers from 1 to 20 in numerals and words Part-whole within 10 • represent and use number bonds and related subtraction facts within 20 • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs • Additions and subtractions within 10 • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ • read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Numbers to 100 • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • identify, represent and estimate numbers using different representations, including the number line • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Place value within 1000 • recognise the place value of each digit in a three-digit number (hundreds, tens, ones)			• Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

	• identify, represent and estimate numbers using different representations • compare and order numbers up to 1000 • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas			
Science:	• Understand that objects are made of different materials (wood, metal, plastic, rubber, etc.). • Recognize that some materials feel hard, soft, smooth, or rough. • Know that some things need energy to work (e.g., toys, lights). • Recognize that pressing a switch or pushing a button can make something move or light up. • Understand simple cause-and-effect relationships (e.g., "If I press the switch, the bulb lights up"). • Using tools safely (e.g., inserting batteries, connecting wires). • Observing carefully and describing what they see. • Taking turns and sharing equipment in small groups. • Following instructions step by step.	• Understand what electricity is and where it comes from. • Recognise electrical appliances in the classroom and at home. • Identify conductors (materials that let electricity flow) and insulators (materials that do not). • Understand the difference between mains electricity and batteries. • Explore simple electrical circuits with batteries, bulbs, and wires. • Recognise what happens when a circuit is complete or broken. • Identify safety rules for using electricity.	• Explore circuits using bulbs, wires, and batteries. • Identify which materials allow electricity to pass through and which do not. • Make predictions about what will happen in a simple circuit. • Observe and record what happens in different circuit setups. • Draw simple diagrams of circuits using symbols for battery, bulb, and wires. • Check and explain why a circuit works or does not work. • Ask questions to understand electricity and circuits better.	• Develop curiosity by exploring how things work. • Show responsibility by following safety rules when using electricity. • Develop perseverance when circuits do not work at first. • Share ideas and listen respectfully to classmates during experiments. • Work together and take turns when using equipment. • Reflect on learning by explaining what they discovered in circuits. • Appreciate the usefulness of electricity in daily life.
Art:	• Start to record simple media explorations in a sketch book. • Begin to build information on colour theory. • Talk about own work, explaining simply the process they have used. • Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. • Begin to explore the work of a range of artists and designers, describing simple differences and similarities. • Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks.	Drawing – Introduction to Drawing 2: Adapted • Lines can vary in thickness. • Thick lines can make things look strong, bold, or important. • Thin lines can be used to show details. • Different pressures on the pencil create light and dark lines. • Hatching and cross hatching can be used to add texture and to make areas of light and dark. • Patterns with lines, dots and squiggles can mimic textures found in nature. • Different art materials, like crayons, pastels, and charcoal,	Exploring & Developing Ideas: • Use a sketchbook to record media experimentations including textures and patterns to inform own work. • Use a sketchbook to plan and develop simple ideas based on experimentation. Responding to Art: • Talk about how a piece of art makes them feel. • Talk about own work, explaining the process they have used and begin to identify likes and dislikes. Drawing:	Values: Individuality, Empathy, Reflect, Aspire, Respect, • Experiment with different types of lines and pressures. Each student's drawing style will emerge, showcasing their unique individuality in their approach to creating light and dark lines. • Discuss the emotions and feelings that certain patterns and textures evoke. This encourages them to consider the perspectives and feelings of others when interpreting art, fostering empathy.

	- Name and draw a range of lines, shapes and marks from observation. - Produce a range of patterns using different lines, shapes and marks. - Begin to show control of the lines, shapes and marks made. - Draw from imagination. - Draw on different surfaces.	create different textures in drawings. - Different tools, like fingers or blending sticks, can help to blend and smudge media. - Pencils come in various grades. - Hard pencils create lighter tones, while soft pencils create darker tones. - Combining different pencil grades in one drawing can help to make the drawing more realistic. Vocabulary: weight, light, dark, texture, tone, hatching, cross-hatching, observation	- Experiment with a range of drawing implements on different surfaces. - Investigate tone by drawing light/dark lines using a pencil. - Demonstrate control over the types of marks made with a range of media when drawing from observation. - Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles. - Experiment with different line weights (thick and thin). Investigate tone through the use of different grades of pencils, e.g. HB, 2B, 4B.	- Reflect on the qualities and effects of each medium. They need to think about which medium best suits their intentions for portraying light and dark elements. - Use different pencil grades effectively requires students to set goals and work towards achieving a desired outcome, promoting a sense of aspiration in their artistic growth. - Reflect on their drawing and that of others, identifying strengths and areas for development. - Show respect for their surroundings and develop an appreciation for the beauty of their immediate world. - Applying feedback in order to develop and improve drawings, shows aspiration. - Show respect for their surroundings and develop an appreciation for the beauty of their immediate world.
Computing:	- Understanding what a computer is and that it's made up of different components. - Recognising that buttons cause effects, and that technology follows instructions. - Using greater control when taking photos with cameras, tablets or computers. - Developing confidence with the keyboard and the basics of touch typing. - Understanding what online information is. - Learning how computers are used in the wider world. - Understanding safety	Online safety - Understand what the internet is and what we can do on it (play, watch, learn, communicate). - Recognise the concept of safety: safe vs unsafe situations. - Recall the 3 key online safety rules: - Ask an adult if unsure - Only talk to people you know - Keep personal information private Networks & the Internet What to know: - Network – devices that talk to each other - Device – computer, tablet, phone	- Sort activities into “Internet activities” vs “Not internet activities.” - Match devices (tablet, computer, phone) to internet activities. - Sort pictures into “Safe” and “Unsafe.” - Role-play safe vs unsafe behaviours in everyday life and online. - Match online safety rules to corresponding situations. - Make safe choices using visual cards/symbols for online and offline scenarios. - Use a router – see how it connects devices to the internet.	Respect – treat devices and information carefully Curiosity / Explore – enjoy finding out how networks and the internet work Sharing / Collaborate – share files and ideas with others Responsibility – use the internet safely and correctly Attention / Notice – spot parts of a network and how they connect Understanding / Reflect – think about how devices talk and share inform

		• Server – big computer that shares files • Router – connects to the internet • Switch – sends information • Internet – big web connecting networks Vocabulary: Network, Device, Server, Router, Switch, Internet	• Identify network parts – find router, switch, server, devices. • Recognize files – know that websites and videos travel between computers. • Explore networks – see how devices share and talk to each other. • Spot connections – tell if devices use wires or WiFi. • Understand the internet – see that it links networks all over the world.	
DT	• Knowing that materials can be things like paper, card, and fabric. • Being able to use basic tools like scissors and pencils safely. • Knowing simple shapes like circles, squares, and triangles. • Being able to cut along a line carefully. • Understanding that things can be joined together using glue or tape. • Knowing words for materials and tools, like fabric, scissors, and pencil.	• Fabric is a material used to make things like clothes and toys. • Common fabrics include cotton, wool, and felt. • Shapes can be cut out by tracing around a template on to the fabric. • Tools like scissors and needles should always be used safely. • Joining fabrics together to make a 3D object, can be done using glue, staples or sewing. • A running stitch is made by sewing a line of stitches that go in and out of the material. • Sewing or gluing items like buttons, beads, sequins, braids, and ribbons help to decorate fabric products. • Colour can be added using fabric pens, printing/stamps, and painting. Vocabulary: materials, tools, felt, scissors, needle, join, running stitch, decoration, product	• Identify fabrics – recognize cotton, wool, felt • Trace shapes – use a template to draw on fabric • Use tools safely – handle scissors and needles carefully • Join fabrics – glue, staple, or sew to make 3D objects • Sew a running stitch – make stitches in and out of the fabric • Decorate fabric – add buttons, beads, sequins, ribbons, or braids • Add colour – use fabric pens, stamps, or paint	• Care / Respect – handle tools and materials safely and carefully • Creativity / Explore – enjoy trying new ways to decorate and join fabrics • Patience / Persevere – take time when sewing or gluing to make neat work • Pride / Achieve – feel proud of finished fabric products • Sharing / Collaborate – share materials, ideas, and finished items with others • Attention / Notice – focus on details when decorating or sewing
Geography	• Know that the UK has countries (England, Scotland, Wales, Northern Ireland). • Recognise maps and basic locations.	About the United Kingdom • The UK is made up of four countries: England, Scotland, Wales, and Northern Ireland. • Each country has a capital city.	Geographical Enquiry & Map Skills • Use maps and globes to find the UK and locate cities and villages.	Community and Belonging • Develop an understanding that people live in different types of places and all are important.

	- Understand the difference between big and small places. - Know some local buildings, roads, or landmarks. - Recognise and name people who help in the community (teacher, doctor, shopkeeper). - Can use simple words, pictures, or symbols to describe places.	- Cities and villages are different types of places found across the UK. About Cities - Cities are large, busy places where many people live and work. - Cities have buildings, transport, landmarks, and roads. - Major UK cities include London, Birmingham, Manchester, Edinburgh, Glasgow, Cardiff, Belfast, Liverpool, Leeds, and Newcastle. - Some cities are near rivers, coasts, or mountains. About Villages - Villages are smaller, quieter places in the countryside. - Villages may have houses, farms, fields, animals, and green spaces. - Villages often have a church, shop, or post office, and fewer people live there. - Examples of UK villages: Bibury, Portmeirion, Ballater, Cushendun. Comparison - Cities are urban (busy, noisy, lots of buildings). - Villages are rural (quiet, green, more space). - Both have people who live and work, but life is different in each. - Compass directions (North, South, East, West) can be used to describe locations.	- Identify features of cities and villages through photos, videos, and sensory trays. - Sort and match symbols or pictures (city vs. village). - Build simple 3D models or collages of places using everyday materials. - Use compass directions to describe where places are (North, South, East, West). Observation - Observe and describe the local environment (what is near school or home). - Compare sounds, textures, and visuals from city and countryside environments. Communication & Recording - Use Wigit symbols, photos, and key words to talk about cities and villages. - Build simple sentences orally or symbolically (e.g., "A city has tall buildings." "A village has farms."). - Record understanding through matching sheets, drawings, and group displays.	- Appreciate that cities and villages are both part of our country and community. - Recognise roles of people who help us in different places (farmer, bus driver, teacher, shopkeeper). Respect and Appreciation - Show respect for different environments — nature, animals, and buildings. - Begin to appreciate that no place is "better" — they are just different. - Understand that everyone belongs somewhere, and where we live is part of who we are. Emotional Awareness - Identify feelings linked to different environments — busy (excited, noisy), quiet (calm, peaceful). - Express personal preferences ("I like the countryside." "I like the city.") in a supported way. - Build social confidence through shared group discussions and sensory exploration.
History	- Recognising and naming people from the past (e.g., Kings, Queens, historical figures). - Listening to and recalling simple stories from history (e.g., events like the Great Fire of London).	- Know who Guy Fawkes was and that he was part of a plot. - Know that the plot was to blow up the Houses of Parliament.	- Sequence the main events of the Gunpowder Plot in order. - Explore old pictures and paintings to find out about the past. - Ask and answer simple questions: <i>Who? What? Why?</i>	Understand that hurting others is wrong, even if you are angry or upset. Discuss why rules and laws keep people safe.

	- Sequencing simple events in order (e.g., first, next, last). - Looking closely at pictures and objects to find clues (basic observation skills). - Asking and answering questions about familiar events (Who? What? Where?). - Understanding that the past is different from today (old clothes, buildings, transport). - Knowing that important events are remembered every year (e.g., Remembrance Day, birthdays, Christmas). - Recognizing that rules are important to keep people safe (classroom rules, playground rules). - Understanding that people in the past had different jobs and ways of living.	- Know the event happened a long time ago, in 1605, and is remembered on 5th November. - Understand why the men wanted to hurt the King. - Know what happened after the plot failed and why we have Bonfire Night today	- Role-play parts of the story using simple props and costumes. - Identify differences between life then and now (clothes, houses, buildings). - Create a model of the Houses of Parliament or make fireworks art.	Think about how people would feel if the plan had worked. Talk about why we celebrate Bonfire Night safely today. Work together kindly on group activities and celebrate positive teamwork
Music:	Know that: - Sound can be high or low (pitch). - Music has a steady beat (like a heartbeat). - We can make sound with our voice and instruments. - Symbols or pictures can show sounds (basic visual representation). - We listen to music and take turns (basic performance etiquette). - Listen and respond to a sound (e.g., stop when the sound stops). - Copy a simple rhythm (clap or tap along with an adult). - Sing or hum a short tune or rhyme (with or without words). - Hold and use a simple instrument safely (e.g., drum, shaker). - Follow a simple visual cue from left to right (like pictures or arrows).	- Play low and high sounds on an instrument (copy the teacher). - Look from left to right to follow music symbols (e.g., arrows or pictures for sounds). - Draw dots up high and down low to show sounds (use colours for fun). - Sing low and high sounds (with hand signals or pictures to show up/down).	Creating Sound - Sing a short song or rhyme from memory (with pictures or actions to help). - Copy the teacher to keep the beat on an instrument (e.g., drum, shaker). - Hold the instrument the right way to make a good sound (show and model). Notation - Follow symbols or pictures from left to right as the music plays (e.g., simple arrows or dots). - Use a simple line or picture to show high and low sounds (instead of full notation). Performing - Sit or stand safely when it's time to play or sing (use a visual prompt like "Ready to Play").	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Respect different musical traditions, genres, and cultures. - Appreciate the skills and efforts of their peers and musicians. - Respect for the instruments and equipment used in music-making. - Develop a love for music through exposure to various genres and styles. - Listen to and understand each other in teamwork.

			Say or show something nice about someone's music (use sentence starters like "I liked the...").	
PE:	- Know simple object control - Able to handle large and soft balls - Know - Know basic locomotor skills - Familiar with the process of warming up and calming/cooling down	- Recognize different ways to move across space - Follow 1 - 2 step instructions - Identify when it is appropriate to stop.	- Practice straight line running, zig zag running, hopping. - Develop take off mechanics for jumping - Use obstacle courses to develop spatial awareness	- Celebrate participate and effort - Encourage turn taking - Use buddy system for peer support
RE	- Know that people have different beliefs and cultures. - Builds on sequencing events and listening to stories from different cultures. - Builds on knowledge of rules/routines and values across cultures. - Builds on routines and structured sequences; physical awareness. - Builds on previous celebration topics (e.g., Christmas, Diwali). - Builds on knowledge of places of worship and special buildings. - Builds on discussion of right/wrong, kindness, and helping others. - Builds on recall, communication, and self-expression.	- Learn that Islam is a religion followed by Muslims around the world. - Know who Prophet Muhammad was and why he is important to Muslims. - Know the Five Pillars: Shahadah, Salah, Sawm, Zakat, Hajj. - Know that Muslims pray 5 times a day, facing Makkah. - Learn about Eid al-Fitr and Eid al-Adha and what they celebrate. - Identify features of a mosque (minaret, prayer hall, prayer mat, dome). - Learn about Zakat (charity), kindness, and honesty in Islam. - Review facts about Islam: people, places, practices, values.	- Recognising religious symbols (crescent moon/star), locating countries with Muslim populations on a map. - Listening to a story, sequencing events using picture cards, simple timeline creation. - Matching activity: symbols to pillars; sorting images by pillar; physical movement for each one. - Exploring prayer positions using visuals (without religious text), sequencing prayer routine. - Creating Eid cards; sensory activities (e.g., trying dates, smelling spices); role play a celebration. - Building a mosque model; exploring textures (e.g., carpet, tiles); virtual tour with visual supports. - Sorting acts of kindness; circle time discussion with visual prompts; matching actions to feelings. - Make a class book/poster; simple quiz game; present favourite learning with support.	- Respecting differences; awareness that people celebrate and believe in different ways. - Understanding the importance of kindness, honesty, and care for others. - Recognising dedication, generosity, and self-discipline as positive values. - Appreciating calm, reflection, and the need for quiet spaces. - Recognising the joy of sharing, community, and gratitude. - Respect for places of worship and understanding that they are important to others. - Developing empathy; recognising good deeds; feeling proud of helping others. - Confidence in sharing; pride in learning about others; showing appreciation for others' cultures.
RSE	My Happy Mind Scheme Adapted			

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage