

YEAR 2 TERMS 1 & 2									
Big Question	What makes a habitat successful?								
Why here, why now?	<p>This enquiry builds on the learning from year one where children learn all about themselves and their local area. The enquiry starts by putting the child at the centre of the learning by asking what they need to grow and stay healthy. They then learn what all living things need to survive. They learn about the lifecycles of different living things including humans Through the teaching of different types of habitats, children will build on their learning of the local area and physical and geographic features. They begin to understand how living things can adapt to their different environment to survive and thrive. Children will understand how animals and plants can rely on each other to survive.in a habitat. Children will then explore how they can help to look after and conserve the natural world so that all living things can continue to adapt and grow. can continue to be successful therefore conserving their world. This lays the foundation for the children’s learning in KS2, where they continue to learn about living things in How animals survive in year 4 and then a deeper look at sustainability and conservation in year 5. Year 6 also study how the world and humans adapt and change.</p>								
Enquiry Questions	<p>How do we survive and stay healthy?</p> <p>What is our environment like?</p> <p>What animals live near me?</p> <p>What do animals in our area need to survive?</p>								
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	<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	
<p>Working Scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 		
<p>Vocabulary</p>		
<p>Revisited: Deciduous, evergreen, variety, habitats, leaves, flowers, blossom, bulb, petal, fruit, roots, trunk, stem, branches, physical properties.</p>		<p>New: Living, dead, never been alive, micro – habitats, seashore, woodland, ocean, rainforest, food chains, prey, predator, depend, food source, offspring, baby, toddler, child, teenager, adult, survival, water, food, air, exercise, hygiene.</p>
<p>Art and Design</p>	<p>National Curriculum</p>	<p>Skills Progression - Drawing</p>
	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing to develop and share ideas, experiences and imagination. Collage: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> Children can produce an accurate observational drawing – tone and form (plants/ minibeasts/insects/life cycles, accurate illustrations). Children can consider proportion in their drawing.
<p>Curriculum Connections</p>		
<p>Understanding where we are in the world – food chains. Endangered animals, Sustainability, environment, recycle</p>		
<p>Computing</p>	<p>Kapow unit: Computer Systems and Networks & Data Handling</p>	
<p>Design and Technology</p>	<p>Understand where food comes from</p>	
	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate their ideas, products against design criteria (split pin bats and choosing animal of their own to make). 	
<p>Vocabulary</p>		

	Revisited: Materials, textiles, ingredients, cutting, shaping, folding, finishing, design, construct, construction.	New: Assemble, joining.
Geography		
History		
Music	Term 1: Harvest performance <ul style="list-style-type: none"> Listen / Learn / Singing - use voices expressively. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	Term 2: Christmas performance Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> Games Singing Playing Perform/Share Also performing Christmas songs using Makaton signs using Out of Ark Music.
	Music from South Africa / Freedom songs / South African music: <ul style="list-style-type: none"> Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hiokoloza by Arthur Mofokate 	Wintertime / Festivals and Christmas time: Creating a performance using music and dance with mixed styles: <ul style="list-style-type: none"> Ho Ho Ho by Joanna Mangona (Christmas) Blame It On The Boogie by The Jackson 5 (Pop) Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra
PE	Sport/Skill Application	Gymnastics: <ul style="list-style-type: none"> Perform a variety of actions with increasing control. Repeat accurately sequences of gymnastic actions. Move smoothly from a position of stillness to a travelling movement. Move smoothly and in a controlled way from one position of stillness to another. Choose, use and vary simple compositional ideas to create and perform a sequence. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. Adapt the sequence to include apparatus or a partner.
		Games: <ul style="list-style-type: none"> Pass a ball accurately to a partner over a variety of distances. Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.

		<ul style="list-style-type: none"> • Vary skills and show some understanding of simple tactics. • Choose and use tactics to suit different situations. • React to situations in a way that helps their partners and makes it difficult for their opponents. 	
		<p>Athletics:</p> <ul style="list-style-type: none"> • Change speed and direction, link running and jumping, throw accurately. • Choose when to run and when to jump. • Select which throwing technique to use for accuracy and distance. 	
	Vocabulary		
	Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target.		
RE	Faiths:	Christianity	
	What did Jesus teach?		
	<p>Is it possible to be kind to everyone all the time?</p> <ul style="list-style-type: none"> • Tell you when I have been kind to others even when it was difficult. • Re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. • Say if I think Christians should be kind and give a reason. 		
PSHE	Jesus as gift from God - Christmas		
	<p>Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> • Say how I could help solve a problem by showing love. • Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. • Tell you why Christians think God gave Jesus to the world. 		
PSHE	JIGSAW Units:	Being Me in My World	Celebrating Differences
	Vocabulary	Belonging Rights Responsibilities Responsible Actions	Boys Girls Similarities Assumptions Shield Stereotypes

YEAR 2 TERMS 3 & 4											
Big Question	What difference did Brunel make to Bristol?										
Why here, why now?	Children are put in the centre of the learning as we start by discussing Bristol- their nearest local city. This builds on from year 1 where children explore their town of Weston – super – Mare. Children look at how to travel to Bristol. Children visit Bristol and explore landmarks. They look at how Bristol has changed over time. We discuss the term innovation and children get the chance to innovate bridge designs. In science, children learn about manipulating materials. Art focuses on local designers and artists. We study a significant figure in history who lived in and made a difference to the city Bristol and travel in the local area and beyond. We then look at the power we all have to make a difference to the world we now live in. This links to learning in Key Stage 2 where children learn about space exploration and the innovation of people like Katherine Johnson. Children also learn about power and how to make a difference in year 6.										
Enquiry Questions	What and where is Bristol? Who was Brunel? What did Brunel make and how? How did Brunel change people's lives?										
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	<ul style="list-style-type: none"> To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To develop techniques in using colour, pattern, texture, line, shape, form and space. To learn about a range of artists, craftsmen and designers. <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS</p> <p>Artists: Alberto Giacometti, Barbara Hepworth, Alexander Calder, Henry Moore, Antoni Gaudi.</p>	<ul style="list-style-type: none"> Children can draw accurate observational drawings beginning to use proportion (Clifton Suspension Bridge, SS Great Britain) Children can recognise and begin to use different tones of a colour (Portraits of Brunel, Bristol pictures based on famous artists). Children can mix colours effectively using wet and dry media.
	<p>Vocabulary</p>	
	<p>Revisited: Sculpture: Form, wrapping, padding, covering, undoing, re-arranging, shape (the names of different shapes), cutting, re-attaching, linking, sculpture, decoration, adding, junk, background, folding, size, scrunch, fastening.</p>	<p>New: Sculpture: Bending, twisting, looping, coil, fold, rolling, template, pulling, pushing, burrowing, smoothing, dampening, joined.</p>
	<p>Curriculum Connections</p>	
	<p>Understanding where we are in the world – food chains. Endangered animals, Sustainability, environment, recycle</p>	
<p>Computing</p>		
<p>Design and Technology</p>	<p>Understand where food comes from</p>	
	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes 	
	<p>Vocabulary</p>	
	<p>Revisited: Chop, stir, mix, healthy, unhealthy, diet, ingredients</p>	<p>New: Healthy choices</p>
<p>Geography</p>	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator (focus) and the North and South Poles. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (Focus: Batch visit) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	
	<p><u>Ongoing:</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: 	

	<ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
	Vocabulary	
	Revisited: Map, globe, atlas, environment, land, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human features, city, town, village, factory, farm, house, office, port, harbour and shop, school, buildings United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Asia, Africa, North America, South America, Antarctica, Europe, Oceania	New: compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right, above, below] routes, features, plan, perspectives, landmarks, symbols, key, aerial photographs, plan view, bird's eye view, scale
History	<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 (I.K Brunel). 	
Music	Term 3: I Wanna Play in A Band <ul style="list-style-type: none"> • Listen & Appraise (descriptions for all strands as above) • Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 	Term 4: Zootime <ul style="list-style-type: none"> • Listen & Appraise (descriptions for all strands as above) • Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after step 3 • Composition - option after step 4
	Rock music and movement: <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles 	Reggae music: <ul style="list-style-type: none"> • Kingston Town by UB40 • Shine by ASWAD • IGY by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Cliff
PE	Sport/Skill Application	Dance <ul style="list-style-type: none"> • Can link several movements together with control and co-ordination. • Talk about different stimuli as the starting point for creating dance phrases and short dances. • Explore actions in response to stimuli. • Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements. • Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings.

		<ul style="list-style-type: none"> Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness. <p>Gymnastics</p> <ul style="list-style-type: none"> Perform a variety of actions with increasing control. Repeat accurately sequences of gymnastic actions. Move smoothly from a position of stillness to a travelling movement. Move smoothly and in a controlled way from one position of stillness to another. Choose, use and vary simple compositional ideas to create and perform a sequence. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. Adapt the sequence to include apparatus or a partner. <p>Games</p> <ul style="list-style-type: none"> Pass a ball accurately to a partner over a variety of distances. Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. Vary skills and show some understanding of simple tactics. Choose and use tactics to suit different situations. React to situations in a way that helps their partners and makes it difficult for their opponents. <p>Athletics</p> <ul style="list-style-type: none"> Change speed and direction, link running and jumping, throw accurately. Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance.
	<p>Vocabulary</p>	
	<p>Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target</p>	
<p>RE</p>	<p>Faiths:</p>	<p>Hinduism</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <ul style="list-style-type: none"> Talk about why I do as some people ask but not others. Talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. Suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. <p>OR</p> <p>Prayer at home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p> <ul style="list-style-type: none"> Explain how it felt to have to stop doing something to reach the target we had set. Use the right words to describe how Muslims pray and begin to explain why they do this.



	<ul style="list-style-type: none">Start to think through how praying 5 times a day might help in some ways more than others <p>Resurrection - Easter How important is it to Christians that Jesus came back to life after his crucifixion?</p> <ul style="list-style-type: none">Say what I believe happens to you when you die and tell you how I remember people close to me.Recall what Christians believe happened on Easter Sunday.Suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.		
PSHE	JIGSAW Units:	Dreams and Goals	Healthy Me
	Vocabulary	Realistic Proud Success Celebrate Achievement Goal	Healthy Unhealthy Dangerous Medicines Safe Body

YEAR 2 TERMS 5 & 6					
Big Question	What will we see when we explore the world?				
Why here, why now?	<p>Following on from the previous learning enquiries that focus on the local area, children will explore the wider world and deepen their geographical knowledge of the world's continents and oceans. Children will investigate what it is like in hot and cold countries with a focus on the Polar regions and countries near the equator. Children will compare the human and physical features of these areas with their locality. Children will have the opportunity to study Kenya and understand the diverse nature of the country. They will study a Kenyan village in detail comparing life there to their own. Artwork and Music will link to this along with stories like Lilah the Secret of rain. Children will learn about the diversity of the animal kingdom living in these differing habitats and will learn how to classify the different types of living things. Children will learn how exploring the world has changed by studying explorers from the past and from modern times. They will learn about significant events in exploration like the discovery of the Americas and the moon landing to help them understand how and where people explore and how these events made an impact. This learning will lay the foundations for future learning in KS2 where children will learn more about exploration and trade when they learn about the Roman invasion and Viking raids on Britain. They will also learn more about space exploration and the space race. Children will go on to deepen their knowledge of the diversity of life as they study different biomes around the world in KS2.</p>				
Enquiry Questions	<p>What is in London?</p> <p>What was London like in the past?</p> <p>What did we learn from the Fire of London?</p> <p>How does Kenya compare to London?</p>				
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National Curriculum	TAPS				
<p>Uses of Everyday Materials:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Term 5 - Forces: Cars going down ramps (Y3)</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <p>Term 6 – Forces: Strongest magnet (Y3)</p> <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. 				

	<p>Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 	
	<p>Vocabulary</p>	
	<p>Revisited: Everyday materials – wood, plastic, glass, metal, water, rock, physical properties, observe, describe, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent .</p>	<p>New: Force, surface, friction, contact, magnetic forces, magnetic, magnet, attract, repel, attracted, materials, compare, group, poles, north, south, predict.</p>
<p>Art and Design</p>	<p>National Curriculum</p>	<p>Skills Progression - Painting</p>
	<ul style="list-style-type: none"> • To use a range of materials. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques. • To develop techniques in using colour, pattern, texture, line, shape, form and space. • To learn about a range of artists, craftsmen and designers. <p>FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS</p> <p>Artists: W.M.Turner, Claude Monet, Edgar Degas, John Piper, Roy Lichenstein.</p>	<p>Painting:</p> <ul style="list-style-type: none"> • Children can mix colours effectively using wet and dry media (Kenyan art – use of colour and shape) <p>Mixed media:</p> <ul style="list-style-type: none"> • Children can create a simple relief block to create multiple prints. • Children can create multiple prints of their own design. (Kenyan fabric prints and patterns).
	<p>Vocabulary</p>	
	<p>Revisited: Drawing: Line, pattern, texture, shape, tone. Descriptive words for lines. The names of art media i.e charcoal. Light, dark, smudging, blending, shades.</p>	<p>New: Drawing: pressing, colour, firmly, gently, upwards, downwards, overdrawing, detail, blends, patches, smudges, sequencing, storytelling, repetition, comic strips, frames.</p>
<p>Computing</p>	<p>Kapow unit:</p>	
<p>Design and</p>		

Technology	Vocabulary	
	Revisited:	New:
Geography	Vocabulary	
	Revisited:	New:
History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). 	
	Vocabulary Revisited: Past, present, old and new, year, similarities or same, differences or different, history, historical source, evidence, timeline, artefact, Chronological order	New: BC / AD, locate/location, country, ruling, ruler, century 1666, Great Fire of London, Samuel Pepys, King Charles 2nd, Stuarts, diary, thatch roof, 1806-1859, Isambard Kingdom Brunel, engineer, transport, railway, steamship, innovation, significant person, Primary and secondary source.
Music	Term 5: Friendship Song <ul style="list-style-type: none"> Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform and share 	Term 6: Reflect, Rewind and Replay <ul style="list-style-type: none"> Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform and share
	Mixed styles: <ul style="list-style-type: none"> Friendship Song by Joanna Mangona and Pete Readman Count On Me by Bruno Mars We Go Together (from Grease soundtrack) You Give A Little Love from Buggy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton You've Got A Friend In Me by Randy Newman 	<ul style="list-style-type: none"> Revision and deciding what to perform. Listen to Western Classical Music. The language of music
PE	Sport/Skill Application	Dance <ul style="list-style-type: none"> Can link several movements together with control and co-ordination. Talk about different stimuli as the starting point for creating dance phrases and short dances. Explore actions in response to stimuli.

- Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.
 - Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings.
 - Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness.
- Gymnastics**
- Perform a variety of actions with increasing control.
 - Repeat accurately sequences of gymnastic actions.
 - Move smoothly from a position of stillness to a travelling movement.
 - Move smoothly and in a controlled way from one position of stillness to another.
 - Choose, use and vary simple compositional ideas to create and perform a sequence.
 - Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.
 - Adapt the sequence to include apparatus or a partner.
- Games**
- Pass a ball accurately to a partner over a variety of distances.
 - Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.
 - Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.
 - Vary skills and show some understanding of simple tactics.
 - Choose and use tactics to suit different situations.
 - React to situations in a way that helps their partners and makes it difficult for their opponents.
- Athletics**
- Change speed and direction, link running and jumping, throw accurately.
 - Choose when to run and when to jump.
 - Select which throwing technique to use for accuracy and distance.

Vocabulary
 Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target

Faiths: Hinduism

RE

The covenant
 How special is the relationship Jews have with God?

- Explain why agreements are important and why they should be kept.
- Tell a story about Abraham or Moses and say why one of these men is important to Jews today.
- Start to explain the significance of one thing Jews do and say how it shows their special relationship with God.

OR

	<p>Community and belonging Does going to a mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> • Understand how meeting in a certain place could make me feel like I belong. • Explain what happens when Muslims pray alone or at the mosque. • Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. <p>Rites of passage and good works. What is the best way for a Jew to show commitment to God?</p> <ul style="list-style-type: none"> • Explain why I could do certain things at certain ages. • Tell you what I am most committed to in my life. • Talk about one of the ways Jews show commitment to God. • Talk about a way that Jews show commitment to God and say why this might be important. <p>OR</p> <p>Hajj Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> • Tell you about a special journey and why it was special to me. • Remember some of the events that happen during Hajj and start to explain why these are important to Muslims. • Start to think about the significance of Hajj to a Muslim. 		
PSHE	JIGSAW Units:	Dreams and Goals	Healthy Me
	Vocabulary	Family Different Similarities Special Relationship Important Cooperate	Change Grow Life cycle Control Baby Adult Fully grown