

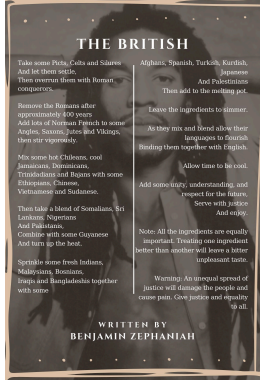


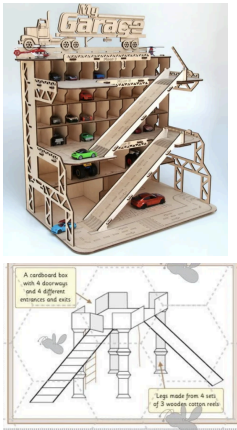
Year 2: Enquiry Questions Overview 2026-2027															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	RSHE: Can I still be a good friend if I disagree with others?	Computing: What should be private online?	Geography: Where are we in the World?		History: Who started the Great Fire of London?		ODL: What consideration s do you have to make when whittling a stick?	History: How were animals important in the war effort in WW2?	Art: Which is more important in creating an abstract painting: colour, shade or shape?		RE: What can we learn from sacred books?	Music: How can music send a message?			Art: How can you create art like an impressionist?
Spring	RSHE: What makes a community?	Geography: Why can't we grow tea in Southend?	Music: Why do I follow the leader when singing?	Art: If I don't have paint, how else can I make art?		ODL: What makes an effective shelter?	RSHE: How can I look after myself?	RE: What makes some places sacred?		DT: How do shapes assist product designers in the design process?					
Summer	History: Who was the real heroine: Florence Nightingale or Mary Seacole?		Computing: Why doesn't my Scratch character do what I want it to?	DT: How can the claw knife technique be used to prepare food?		Art: Can one piece of clay acquire both form and function?	ODL: What part can Barons Court play in increasing the biodiversity of Westcliff on Sea?	RSHE: How are we physically the same and different?	Geography: What is it like to walk my dog around the Barons Court Primary School area?	Computing: How can technology help us?	RE: What does it mean to belong to a faith community?	RE: Who is Jewish and what do they believe?			

Autumn Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Autumn 1 Week 1	RSHE: Can I still be a good friend if I disagree with others?	Focus: Friendship Domains: Relationships Enrichment opportunity: Children to explain in a phase assembly when to use the 'Stop it I don't like it rule.' Key concept: Connections and Acceptance	Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. <i>Show awareness of personal rights, privacy and boundaries.</i> <i>Know how to respond safely and appropriately to adults/children they may encounter (in all contexts, including online) whom they do not know.</i> <i>Know how to recognise and report feelings of being unsafe or feeling bad about any adult/child.</i> <i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	Give pairs 3 short friendship-dilemma scenario cards (e.g. a friend excludes someone, a disagreement over a game, online name-calling). Children discuss and write/draw their answer to: What happened? What could you do? Who could you tell? Finish with each pair sharing one scenario with the class. Assesses recognising unacceptable behaviour, managing conflict, and knowing who to tell; more targeted than an open debate, and gives you a written artefact per child.
Autumn 1 Week 2	Computing: What should be private online?	Focus: E Safety Domain: E Safety Concept: Connections and Responsibility Enrichment opportunity:	To understand the concept of a digital footprint Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To know how to keep their information private.	Sort-and-justify task: children sort a set of picture/word cards (full name, favourite colour, home address, school name, pet's name, password, etc.) into "OK to share" and "Keep private," then write one sentence explaining where to go for help if something online worries them. Directly checks the digital footprint concept and

				the help-seeking objective, which the original poster task doesn't test.
Autumn 1 Week 3 Week 4	Geography: Where are we in the World?	Domain: Locational Knowledge, Human and Physical, Geographical skills and Fieldwork. Concept: Connections.. Enrichment opportunity: Virtual tours of London, Cardiff, Belfast and Edinburgh. Use of Google Earth to visit the North and South Pole and the oceans.	Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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. <i>Identify, describe and compare seasonal and daily weather patterns in the UK.</i>	Timed practical using atlases/globes/a world map: children locate and label the UK's four countries and capital cities, the 7 continents and 5 oceans on a blank outline map, then answer 2 short questions on hot/cold zones relative to the Equator and Poles. Keep the quiz format from the original but make it map-based so it tests locational skill, not just recall.
Autumn 1 Week 5 Week 6	History: Who started the Great Fire of London? (London Trip)	Concept: Connections Enrichment opportunity: Tower of London - Fire! Fire! workshop.	To learn about events beyond living memory. <i>To recount and describe events in their own life over time.</i> <i>Understand how to sequence people, events and objects in order using a chronological framework (timeline).</i> <i>Ask and answer questions choosing and using parts of stories and other historical sources to show knowledge and understanding of key features of events studied.</i> <i>Understand that there are different types of historical evidence and sources that can be used to help represent the past and use this to distinguish between fact and fiction.</i> <i>To be able to explain similarities and differences between the present and the past.</i> <i>To begin to form points of view about events from the past and recognise that there are reasons why people in the past acted in the way they did.</i> <i>To use historical vocabulary that begins to describe the passage of time in more specific ways and that begins to identify evidence.</i>	Give each child 3 historical source extracts/images (a diary account, an illustration, a modern retelling). They complete a simple table: what the source shows, whether it's fact or opinion/fiction, and their conclusion about the cause. Finish with one sentence stating their view, supported by a source. This keeps the group-presentation spirit but adds an individual written check of source evaluation, which the LOs specifically require.
Autumn 1 Week 7	ODL: What considerations do you have to make when whittling a stick?	Domain: Tool Use and Risk Management Concept: Experiences and Responsibility Enrichment opportunity: Children collect their own sticks outside the school grounds, looking at trees that they have come from. Beach trip and made sheath knife pictures from natural materials.	Safely use a knife under supervision to whittle a stick Identify main risks in an outdoor activity and explain how they might be managed.	Practical risk-assessment task: children handle (or watch a demonstrated) whittling activity, then complete a simple 3-column chart, Risk / Why it's a risk / How to stay safe, for 3 identified hazards, plus one sentence on the correct grip/technique.
Autumn 2 Week 8	History: How were animals important in the war effort in WW2?	Focus: WW1 and WW2 Concept: Connections Enrichment opportunity: Visit to Shoebury Garrison Education Centre.	Have an awareness of significant historical events, people and places in their own locality. <i>To recount and describe events in their own life over time.</i> <i>Understand how to sequence people, events and objects in order using a chronological framework (timeline).</i> <i>Ask and answer questions choosing and using parts of stories and other historical sources to show knowledge and understanding of key features of events studied.</i> <i>Understand that there are different types of historical evidence and sources that can be used to help represent the past and use this to distinguish between fact and fiction.</i> <i>To be able to explain similarities and differences between the present and the past.</i> <i>To begin to form points of view about events from the past and recognise that there are reasons why people in the past acted in the way they did.</i> <i>To use historical vocabulary that begins to describe the passage of time in more specific ways and that begins to identify evidence.</i>	Children choose one WW2 animal (e.g. messenger pigeon, Blitz dog) from provided fact cards and complete a short "animal hero" profile: what job it did, one fact, and why it mattered to the war effort, written or as a labelled diagram.
Autumn 2 Week 9 Week 10	Art: Which is more important in creating an abstract painting: colour, shade or shape?	Focus: Painting Key person: Kandinsky Movement: Abstract Art Media: Poster paints Key concept: Making Connections Enrichment opportunity: Possible gallery visit to view colourful and bold images in person (subject to art installations at the time of teaching)	To experience painting with smaller paint brushes developing brush control. To independently mix and use primary and secondary colours in their artwork. To experiment with colour and mixing, including qualities of light and dark: adding white to alter hue to create a tint and adding black to create shade. <i>To use sketchbooks to record and refine ideas and observations.</i> <i>To make links between their own and the work of others.</i> <i>To reflect upon artists' work, saying what is similar and different between their practices and disciplines.</i>	Children create a small abstract piece (Kandinsky-style) using only 15 minutes of painting time, then spend the remaining time completing a short reflection: which of colour, shade or shape they focused on most, one technique they used (e.g. adding white for tint), and why they made that choice. The addition of the written justification is what actually assesses the enquiry question, not just the painting itself.

				
Autumn 2 Week 11	RE: What can we learn from sacred books?	Domain: Believing Concept: Acceptance and Connection Enrichment opportunity: Ensure you get out and allow children to handle Holy Bible, a Torah and the Quran. Visit Avenue Baptist Church	Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Suggest their own ideas about stories from sacred texts and give reasons for their significance.	Children choose one retold story (from the Bible or another faith text studied) and complete a simple 3-box storyboard: what happened, what it teaches, and how it connects to how we should treat others, then act out or narrate one box to a partner.
Autumn 2 Week 12 Week 13 Week 14	Music: How can music send a message?	Focus: Composition and Performance Instrument(s): Untuned Instruments Key musician and song(s): Phil Collins - In the Air tonight Phil Collins - Drums, Drums and More Drums concert Genre/Tradition: Pop/Soft Rock Enrichment opportunity: Domains: Composing, Musicianship and Performance Key concept: Connection, Experiences, Acceptance.	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Pulse/Beat: Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Pulse/Beat: Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Pulse/Beat: Walk in time to the beat of a piece of music or song (e.g. La Mousique by Susato). Pulse/Beat: Know the difference between left and right to support coordination and shared movement with others. Pulse/Beat: Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Pulse/Beat: Identify the beat groupings in familiar music that they sing regularly and listen to. Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Rhythm: Create rhythms using word phrases as a starting point (e.g. He-lo Si-mon or Can you come and play?). Rhythm: Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Rhythm: Create and perform their own chanted rhythm patterns with the same stick notation. Pitch: Recognise dot notation and match it to 3-note tunes played on tuned percussion.	In pairs, children improvise/compose a short (30 to 60 second) untuned-percussion piece in response to a given emotion or event (e.g. "a storm"), notate it using graphic symbols, and perform it. A simple peer feedback slip ("What message did you hear? What instrument choices gave you that message?") captures the "sending a message" objective explicitly.
Autumn 2 Week 15	Art: How can you create art like an impressionist?	Focus: Drawing - still life Key person: Paul Cezanne Movement: Impressionism Media: Pencils Key concept: Experiences That Shape Us Enrichment opportunity: Visit from a local artist to showcase first-hand sketching skills: Simon Monk, Metal	To use their knowledge and understanding of a variety of media - pencils, colouring pencils, pastels, felt tips, charcoal, chalk, and other dry media - to begin to layer these to create different effects. To experiment with line, shape and space to create recognisable forms. To explain how they have created images from observations, experiences and imagination. Develop increasing control for detail in their drawings. <i>To use sketchbooks to record and refine ideas and observations.</i> <i>To make links between their own and the work of others.</i> <i>To reflect upon artists' work, saying what is similar and different between their practices and disciplines.</i>	Children complete a still-life drawing (inspired by Cézanne) of a small object set, using at least two different dry media (pencil, pastel, charcoal) to create layered effects, then annotate their sketch with one label showing where they used line/shape/space to build form. 
Spring Term				

When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Spring 1 Week 1	RSHE: What makes a community?	Focus: Diverse Communities Domains: Living in the Wider World Enrichment opportunity: Community walk to key places (library, places of worship, police station, museum) to discuss the diverse people and places it takes to make a community. Key concept: Responsibility and Acceptance	Know the conventions of courtesy and manners. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Recognise and value diversity and the different contributions that people and groups make to our local community. Recognise shared responsibilities within the community, and how our everyday choices affect the community, including recycling and littering. Know to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	Children design one page of a community recipe/guide (in the style of Zephaniah's poem) listing 3 "ingredients" of a good community (e.g. respect, kindness, sharing responsibility) with a sentence explaining why each matters; keeps the original creative format but adds a clear success criterion tied to the LOs on respect and shared responsibility. 
Spring 1 Week 2	Geography: Why can't we grow tea in Southend?	Domain: Place Knowledge, Geographical Skills and Fieldwork, Human and Physical. Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Local walk around Southend, including a visit to the Pier, and compare this to images and videos of Darjeeling in India.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a non-European contrasting country. Use geographical vocabulary (building on place vocabulary from the previous year) to refer to key physical features including forest, hill, mountain, ocean, valley, vegetation and key human features including village, factory, port and harbour. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Create a simple map, and use and construct basic symbols in a key. Use the 4 points of a compass (including locational and directional language, near, far, left and right), symbols and keys to describe the location of features and routes on a map. <i>Identify, describe and compare seasonal and daily weather patterns in the UK.</i>	Children complete a Venn diagram comparing Southend and Darjeeling using at least 4 pieces of geographical vocabulary (climate, hill, valley, port, etc.), then answer one question explaining in a sentence why Darjeeling's climate suits tea-growing and Southend's doesn't.
Spring 1 Week 3	Music: Why do I follow the leader when singing?	Focus: Singing, Listening and Performance Key musician and song(s): The Four Seasons Genre/Tradition: Enrichment opportunity: Infant Music Festival Domains: Singing, Listening and Performance Key concept: Connection, Experiences, Acceptance.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). Listen with concentration and understanding to a range of high-quality live and recorded music. Pitch: Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Pitch: Sing short phrases independently within a singing game or short song. Pitch: Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	Small groups take turns leading a short singing game using dynamics (loud/quiet) and tempo (fast/slow) signals; the rest of the group responds to the leader's cues. Teacher observes and children complete a 2-question self-check: "What did the leader's signal tell me to do?" and "Why does everyone need to follow the same leader?"
Spring 1 Week 4 Week 5	Art: If I don't have paint, how else can I make art?	Focus: Craft - collage Key person: Yinka Shonibare Style: Batik fabric Movement: Young British Artists Key concept: Valuing Ourselves and Others	To cut and shape materials to create a desired effect. To develop skills of overlapping and layering. To use a combination of shapes and space. To arrange and attach materials to different backgrounds (printed, painted or drawn) to create mixed media. <i>To use sketchbooks to record and refine ideas and observations.</i> <i>To make links between their own and the work of others.</i>	Children create a small fabric/mixed-media collage self-portrait using layering and overlapping techniques, then complete one sentence identifying which non-paint materials/techniques they used and how they arranged them.

		Enrichment opportunity: Visit from a local craftsperson to showcase first-hand crafting skills (Esther Elegbede and/or Helen Cockling)	<i>To reflect upon artists' work, saying what is similar and different between their practices and disciplines.</i>	
Spring 1 Week 6	ODL: What makes an effective shelter?	Domain: Knotting and Risk Management Concept: Experiences and Responsibility Enrichment opportunity: Shelter building in a more natural environment, such as Belfairs.	Explore shelter building using rope/ paracord to secure tarpaulins. Identify main risks in an outdoor activity and explain how they might be managed.	Children build (or evaluate a pre-built) shelter using rope/tarpaulin, then complete a simple checklist: does it protect from rain/wind, is it stable, is it big enough, with one improvement they'd suggest. Keeps the practical task but adds explicit success criteria tied to "effective."
Spring 2 Week 7	RSHE: How can I look after myself?	Focus: Physical Health Domains: Physical Health Enrichment opportunity: Visit from a doctor (parent) to talk about how to maintain a healthy lifestyle. Key concept: Experiences	Know the characteristics and mental and physical benefits of an active lifestyle. Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Know the risks associated with an inactive lifestyle (including obesity).	Children design one page of a leaflet with 3 tips for staying healthy (exercise, routine, risks of inactivity) aimed at another child, each tip with a one-line reason why it matters.
Spring 2 Week 8 Week 9	RE: What makes some places sacred?	Domain: Expressing Concept: Acceptance and Connection Enrichment opportunity: Visit to the local synagogue and/or Mosque - Also use the religious buildings models we have as resources	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. Ask good questions during a school visit about what happens in a church, synagogue or mosque.	Children complete a simple table for one place of worship studied: object/symbol seen, what it means, and how it's used, then write one sentence saying why the place is sacred to believers.
Spring 2 Week 10 Week 11	DT: How do shapes assist product designers in the design process?	Focus: Make a purposeful, functioning toy garage with different functions. Key person: Zaha Hadid Key concept: Domains: Design, Technical Knowledge, Make and Evaluate. Enrichment opportunity: A possible visit from Mrs Elocks father to talk about which shapes he uses in his structures to make them stronger, stiffer and more stable. Parent visit from someone who works in architecture.	Build structures, exploring how they can be made stronger, stiffer and more stable. Design a purposeful, functional and appealing product for a target audience based on design brief criteria and after researching existing products. Explain how they will make their products (including food) suitable for their intended users based on design criteria. Explain and evaluate how their design and product (inc. food) compares with existing products. e.g. what they are, who they are for, how they work etc. Explore materials and components, and then generate, develop and model ideas through creating and refining templates, mock-ups and, where appropriate, ICT. Explore and use mechanisms in their products. Talk about and start to understand the simple working characteristics of materials and components. Select from and use a wider range of materials and components, including construction materials and textiles according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing. Cut, shape and score materials with increasing accuracy. Refine their products in the process of making, solving problems as they arise. Discuss and evaluate their design ideas and what they are making, giving simple judgements against design criteria, suggesting how they would do things differently next time.	Children build a small toy structure using provided shapes/materials aiming for stability, test it (e.g. does it hold weight/stand up), then complete a 2-question evaluation: which shapes made it stronger/more stable, and one change they'd make next time. 
Summer Term				

When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Summer 1 Week 1 Week 2	History: Who was the real heroine: Florence Nightingale or Mary Seacole?	Concept: Responsibility and Acceptance Enrichment opportunity:	To learn about 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>To recount and describe events in their own life over time.</i> <i>Understand how to sequence people, events and objects in order using a chronological framework (timeline).</i> <i>Ask and answer questions choosing and using parts of stories and other historical sources to show knowledge and understanding of key features of events studied.</i> <i>Understand that there are different types of historical evidence and sources that can be used to help represent the past and use this to distinguish between fact and fiction.</i> <i>To be able to explain similarities and differences between the present and the past.</i> <i>To begin to form points of view about events from the past and recognise that there are reasons why people in the past acted in the way they did.</i> <i>To use historical vocabulary that begins to describe the passage of time in more specific ways and that begins to identify evidence.</i>	Children complete a simple comparison timeline/chart of one achievement each for Nightingale and Seacole, then write 2 to 3 sentences giving their own view on who had the greater impact, using evidence from sources provided.
Summer 1 Week 3	Computing: Why doesn't my Scratch character do what I want it to?	Focus: Programming: Debugging Domain: Computer Science Concept: Experiences Enrichment opportunity	Create, save, and retrieve and print a document or digital content. Navigate to a specific application/program. Login to a device and log off again. Create and debug simple programs. Identify and understand what an algorithm is and how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the outcome of a simple (5 step) algorithm in Scratch Jnr or Cubetto.	Children are given a short pre-built Scratch Jnr/Cubetto programme with a deliberate error (character doesn't reach its target); they predict what will happen, run it, identify the bug, fix it, and write one sentence explaining what the error was.
Summer 1 Week 4 Week 5	DT: How can the claw knife technique be used to prepare food?	Focus: Making a healthy and hearty vegetable stew. Key person: Nigella Lawson Key concept: Experiences and Responsibility. Domains: Cooking and Nutrition. Enrichment opportunity: An opportunity to use our own school allotment to grow and pick vegetables for our vegetable stew.	To start to identify sweet, salty, sour, bitter, and umami or savoury. Use the basic principles of a healthy and varied diet to prepare dishes. Explain how they will make their products (including food) suitable for their intended users based on design criteria. To combine ingredients based on personal preference in different ways. Select from and use a wider range of ingredients, according to their characteristics. Use a claw knife technique (soft foods that have been pre-cut into manageable sizes) to prepare food safely. Discuss and evaluate their design ideas and what they are making, giving simple judgements against design criteria, suggesting how they would do things differently next time.	Practical: children use the claw grip to prepare 2 to 3 pre-cut vegetables for a stew, then complete a short evaluation: one design criterion their dish meets, and one thing they'd do differently, checking both the technique and evaluation objectives.
Summer 2 Week 6	Art: Can one piece of clay acquire both form and function?	Focus: Sculpture - pinch pot Key person: Tim Andrews (potter) Style: Japanese tea bowls Key concept: Making Connections Enrichment opportunity: Visit from a local artist to showcase first-hand sculpting skills (Dave Taylor).	Manipulate and explore shape and form of malleable materials using basic techniques including rolling, pinching and kneading. Shape, form construct and sculpt recognisable forms from observation and imagination, using a range of tools for shaping. <i>To use sketchbooks to record and refine ideas and observations.</i> <i>To make links between their own and the work of others.</i> <i>To reflect upon artists' work, saying what is similar and different between their practices and disciplines.</i>	Children shape a small pinch pot using rolling/pinching/kneading, then complete one sentence identifying a feature they added for function (e.g. a groove for pouring) versus one added for form/decoration. 
Summer 2 Week 7	ODL: What part can Barons Court play in increasing the biodiversity of Westcliff on Sea?	Focus: Biodiversity Domain: Environmental Awareness Concept: Responsibility Enrichment opportunity: Andrew from Essex Wildlife visits school to look at where we could improve our biodiversity and do a local walk looking at where there are good examples of biodiversity.	To understand why biodiversity is important to the local community and wider world.	Children complete a simple survey of the school grounds (spotting/counting features that support wildlife), then write 2 sentences with one idea to improve biodiversity and why it would help.
Summer 2 Week 8	RSHE: How are we physically the same and	Focus: RSE Domains: Growing and Changing	Name parts of the body, including external genitalia (e.g. vulva, vagina, penis, testicles). Know that animals, including humans, have offspring that grow into adults.	Children complete a labelled body diagram (age-appropriate, using correct

	different?	Enrichment opportunity: Key concept: Responsibility	Know about growing and changing from young to old and how people's needs change. Understand the difference between safe and unsafe touch, and that no one has a right to touch them in a way that feels unsafe - not even family.	vocabulary), then verbally or in writing recall the PANTS rule in their own words to an adult; a focused, private one-to-one or small-group check rather than a whole-class task, given the sensitive content. https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/
Summer 2 Week 9	Geography: What is it like to walk my dog around the Barons Court Primary School area?	Domain: Geographical skills and Fieldwork Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Local environmental survey comparing two differing areas near Barons Court.	Carry out a small local survey e.g. traffic survey. Use simple fieldwork and observational skills to study the geography of their school, commenting on human and physical features in the surrounding environment. <i>Identify, describe and compare seasonal and daily weather patterns in the UK.</i>	Children carry out a short local survey (litter, greenery, safety, noise) recording results in a simple table, then write one conclusion sentence comparing two locations surveyed.
Summer 2 Week 10	Computing: How can technology help us?	Focus: Technology around us Domain: Information Technology Concept: The wider World Enrichment opportunity: Member of Office staff (Despina) to talk to the children about technology in the workplace	To understand how technology helps us. To know the different uses of computing in school and beyond. Understand the terms input and output.	Children complete a short "input/output" sort using real or pictured devices, then write 2 to 3 sentences describing one way technology helps at school and one way it helps elsewhere.
Summer 2 Week 11	RE: What does it mean to belong to a faith community?	Domain: Living Concept: Acceptance and Connection Enrichment opportunity: Visit to Phabulous Cafe linked to Leigh Road Baptist Church in Leigh, cafe and linked community room next door.	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. Respond to examples of cooperation between different people. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.	Children complete a simple fact-file for one symbol of belonging studied (e.g. baptism, a faith symbol), naming it, saying what it means, and explaining in one sentence why it matters to believers.
Summer 2 Week 12 Week 13	RE: Who is Jewish and what do they believe?	Domain: Believing Concept: Acceptance and Connection Enrichment opportunity: Ask a Jewish visitor from the BC community to come into school to share their beliefs.	Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.	Children complete a simple matching/labelling task on Jewish artefacts and festivals (mezuzah, Shabbat, Sukkot/Chanukah/Pesach), then write 1 to 2 sentences retelling one story and what it shows about belief in God.