| Term | Topic | Books | Ideas |
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| **Autumn 1** | Amazing Animals<br>science<br>*wild animal focus* | ▪ Ayobami and The Names of the Animals (Pilar Lopez Avila) *representation: race* | climate change:<br>https://www.worldwildlife.org/magazine/issues/fall-2015/articles/animals-affected-by-climate-change<br><br>https://www.wwf.org.uk/learn/effects-of-climate-change |
| **Autumn 2** | We are Toymakers<br>history<br>*toys then and now* | | **Gendered toys:**<br>Who does this (stereotypical toy) belong to? Why? Can anyone play with it? Does it matter what gender you identify as? Are there such things as 'boy' toys and 'girl' toys? Why would you think something was a 'boys' toy or a 'girls' toy?<br><br>Why is it a problem to label toys like this? What can we do about it?<br><br>Look at advertisements as well as packaging and how they are displayed in shops, and pick it apart with the chn, ultimately ensuring they know there is no such thing as a 'girl'/'boy' toy and that it is perfectly ok and natural to play with whatever interests you at that time.<br><br>**Dolls with different ethnicities:**<br>Show them images of dolls in shops/on Google search. What do they notice? Most of them are white and most of them are in pink and aimed at girls. What's the problem with all of this? What can be done about it?<br>It's important for all chn to see themselves represented and therefore we should see a lot more dolls of all different races and ethnicities, as this reflects the world around us and improves our world view. It's also important for boys to know that they can play with dolls if they want to and for dolls to represent different genders and different personalities.<br><br>https://www.bbc.co.uk/news/uk-england-nottinghamshire-38065205<br><br>https://www.lettoysbetoys.org.uk/resources/toys-and-stereotypes-ks2-activity-2/<br><br>https://www.bbc.co.uk/programmes/p05cfsym |

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| **Spring 1** | Best of Britain geography and history | ▪ Ready Steady Mo (Mo Farah) *representation: race (with Y3)* | Look at variety of inspirational British people including people with disabilities, people of colour, people from the LGBT+ community, ranging in age and across different fields. |
| **Spring 2** | Best of Britain geography and history | | For example (but there are so many others): Mo Farah, Nicola Adams, Jessica Ennis Hill, Tom Daly, Elizabeth I, Victoria, Elizabeth II, Stephen Hawking, Sinead Burke, Freddie Mercury etc. |
| **Summer 1** | Weather science and geography | ▪ Little Cloud (Anne Booth) *representation of all different people* | |
| **Summer 2** | Good to be Me PSHE and science *view of self, hygiene* | ▪ Where Are You From? (Yamile Saied Mendez) *other cultures & race*<br>▪ Introducing Teddy (Jessica Walton) *LGBTQ+*<br>▪ The Proudest Blue (Ibtihaj Muhammed) *other cultures: Islam*<br>▪ The Day You Begin (Jaqueline Woodson) *representation & celebration of different people*<br>▪ Just Ask!: Be different, be brave, be you (Sonia Sotomayor) *representation of different people*<br>▪ Julian is a Mermaid (Jessica Love) *representation: race + gendered stereotypes*<br>▪ We Are All Wonders (R J Palacio) *representation & celebration: disability*<br>▪ The Invisible (Tom Percival) *representation: low-income/poverty* | Celebrate all the ways that the children are different and look at and celebrate the differences of characters/people in books including:<br>✓ disability<br>✓ challenging gender norms/stereotypes<br>✓ LGBT+ families/individuals<br>✓ race<br>✓ religion<br>✓ refugees |