



Cycle B Autumn 2	Celebrate the World
---------------------	----------------------------

<p>Value: Trust</p> <p>Remembrance Day Children in Need</p>	<p>Ignites: Trips, Visits & Visitors:</p> <p>Week 2: Anti – Bullying Week - The Power of Speaking Up Week 3: Grief Awareness Week – Storytime with Mrs Underwood Wednesday December 20th Hansel and Gretel – The Stables Theatre</p>
--	---

English

Key Vocabulary	Key texts and Tier 2 vocabulary	Text Types
<p>Year 1 – story, bossy verbs, order, poem, prefix, question marks</p> <p>Year 2 – imperative verbs, conjunctions, time conjunctions, chronological order, verse</p> <p>Both – cultures, sequence, adjectives, rhyme, lines, lists</p>	<p>A Year full of stories by Angela McAllister</p> <ul style="list-style-type: none"> • Tricked • Staggered • Searched • Discovered • Journeyed • Returned • Followed • Noticed <p>Lets Celebrate by Debjani Chatterjee</p> <p>Welcome to our table by Laura Mucha</p>	<ul style="list-style-type: none"> • Stories from other cultures • Poetry • Independent Write • Instructions • Christmas themed – lists

--	--	--

NC Links	Knowledge and Grammar	Skills
<p>Year 1 – Composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Year 2 – Composition</p> <ul style="list-style-type: none"> • writing narratives about experiences of others (fictional) • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense • proof-reading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Year 1 – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • leaving spaces between words 	<p>Stories from other cultures – question marks and conjunctions</p> <p>Poetry – adjectives and suffix ing</p> <p>Instructions – prefix un and verbs</p> <p>Lists – letters of the alphabet in order and names</p>	<p>Stories from other cultures (<i>weeks 1 and 2 KB</i>)</p> <p>Year 1</p> <ul style="list-style-type: none"> • reread writing aloud to check it makes sense • use simple sentence structure • write sentences to create a short narrative • use adjectives to describe • use capital letters and full stops • use question marks • use conjunction and <p>Year 2</p> <ul style="list-style-type: none"> • write in a logical sequence • use expanded noun phrases to describe • use pronouns • appropriate language chosen • use different types of sentences • use capital letters, full stops and question marks • use correct tense • use coordinating and sub-ordinating conjunctions <p>Independent write (week 3 KB) 2 lessons</p> <p>Poetry (<i>weeks 3 and 4 DK</i>) – 6 lessons</p> <p>Year 1</p> <ul style="list-style-type: none"> • use adjectives to describe • re-read writing and check it makes sense • use capital letters • use simple sentence structure • use s and es to form plurals <p>Year 2</p> <ul style="list-style-type: none"> • use some expanded noun phrases • appropriate language chosen and used correctly • use of capital letters

- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 - question marks and conjunction 'and'
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 – Vocabulary, grammar and punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology

- suffixes ing, ed,s,es,er,est

Instructions (*weeks 5 and 6 RM*)

Year 1

- write sentences in order
- use capital letters and full stops
- use simple sentence structure
- use conjunction and
- use prefix un

Year 2

- writing follows a logical sequence
- use adjectives to describe
- use time adverbials
- accurate use of pronouns
- use command type sentences
- use capital letters and full stops
- use tense correctly
- use co-ordinating and sub-ordinating conjunctions

Lists

(*week 7 PB – 3 lessons max*)

Year 1

- sentences in order
- use adjectives to describe
- capital letters
- use conjunction and
- use s and es to form plurals

Year 2

- follows a logical sequence
- some adjectives to describe
- appropriate language chosen and used
- use capital letters

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates 	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sounds which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	<ul style="list-style-type: none"> • To know and apply knowledge of set 1 /2 /3 phonemes and the corresponding graphemes including additional set 3 sounds e.g. ph, wh, and vowel digraphs and trigraphs in spelling words • Use spellings rules taught -e.g. adding a suffix where no change is needed to the root word. See NC English Appendix 1 : Spelling for rules • Compound words are 2 words joined together • Know the grapheme-phoneme correspondences that do and do not fit in with rules • Know and use the Year 2 spelling rules e.g. -le See Year 2 appendix for full list of rules • Contractions • Possessive apostrophe • Homophones and near-homophones 	<p>Year1</p> <ul style="list-style-type: none"> • Division of words into syllables • Segmenting spoken words into phonemes and representing with the correct grapheme • Adding suffixes: s, es, ing, ed, er, no change to root word • Adding the prefix -un • Spelling many common exception words –see year 1 & 2 list • Spell and join 2 words to make compound words • Identify alternative spellings –e.g. grapheme-phoneme correspondences that do not fit in with what has been taught <p>Year 2 –</p> <ul style="list-style-type: none"> • Adding suffixes – est, ment, ness, ful, less, ly • Apply knowledge of spelling rules e.g. contractions, possessive apostrophe

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these 	<ul style="list-style-type: none"> Know upper and lower case letters To know letter families within the Letter join scheme To know when to use a capital letter 	<ul style="list-style-type: none"> Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word Is able to explain the term 'noun' and 'adjective' Form digits 0-9 Begin to use the precursive and then cursive script as soon as ready

Maths

<p><u>Termly Focus:</u></p> <p>Year 1 Addition and Subtraction Shape (Geometry)</p> <p>Year 2 Addition and Subtraction Shape</p>	<p><u>Key Vocabulary:</u></p> <p>Year 1-Addition and Subtraction: Add, Subtract, Take away, Plus, Minus, Total, Altogether, Difference, More than, Less than, Equal to, Number bonds, Part-whole, Whole, Count on, Count back, Number line, Ones, Tens Shape (Geometry): Shape, 2D shape, 3D shape, Circle, Triangle, Square, Rectangle, Pentagon, Hexagon, Cube, Cuboid, Sphere, Cone, Cylinder, Face, Edge, Vertex (Vertices), Side, Flat, Solid, Pattern, Symmetry</p> <p>Year 2 - Addition and Subtraction: Add, Subtract, Take away, Plus, Minus, Total, Altogether, Difference, More than, Less than, Equal to, Number bonds, Fact families, Inverse, Partition, Tens, Ones, Estimate, Number line, Column method, Regrouping, Exchange Shape (Geometry): 2D shape, 3D shape, Circle, Triangle, Square, Rectangle, Pentagon, Hexagon, Octagon, Cube, Cuboid, Sphere, Cone, Cylinder, Face, Edge, Vertex (Vertices), Side, Line of symmetry, Symmetrical, Pattern, Rotation, Turn (quarter turn, half turn, full turn).</p>
---	---

NC Links	Knowledge	Skills
<p>Year 1 Addition and Subtraction – National Curriculum Objectives</p> <p>Calculations Add and subtract one-digit and two digit numbers to 20 including zero</p> <p>Problems Solve one –step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing numbers such as $7 = ? - 9$</p> <p>Shape</p>	<p>Addition and Subtraction – Knowledge</p> <p>1NF- 1 Developing fluency in addition and subtraction facts within 10</p> <p>1NF- 2 Count forwards and backwards in multiples of 2, 5 and 10 up to 10 multiplies, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <p>Shape</p>	<p>Addition and Subtraction</p> <p>Step 1 – Introduce parts and whole Step 2 – Part whole method Step 3 – Write number sentences Step 4 – Fact Families – addition facts Step 5 – Number bonds to 10 Step 6 – Systematic number bonds to 10 Step 7 – Number bonds to 10 Step 8 – Addition – add together Step 9 – Addition – add more Step 10 – Addition problems Step 11 - Find a part Step 12 – Subtraction – find a part Step 13 – Fact families – the eight facts Step 14 – Subtraction – take away/cross out (How many left?) Step 15 – Take away (How many left?) Step 16 – Subtraction on a number line</p> <p>Shape</p>

Science	
<p>Termly Focus: Celebrating the World</p> <p>Seasonal changes really needs to be studied throughout the year BUT our main planning is for this half term. So, suggest we make a big 'Class seasons floorbook' in which we can keep our weather station data (at least 1 week a month throughout the year; photos of changes in nature – perhaps photograph an evergreen and a deciduous tree – ideally choose one that blossoms and bears fruit/seeds; and any photos from visitors, walks etc)</p> <p>You will need to organise a local farmer to come in to give a talk to children about how seasons (weather/ temperature/ daylight) affects what they do. If difficult, it may be possible for schools to combine or you</p>	<p>Key Vocabulary: from Science curriculum long term plan)</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> • Spring, summer, autumn, winter • Day, night, light, dark, sunrise, sunset • Sun, rain, snow, hail, precipitation, wind, cloud, cloud cover • Deciduous, evergreen tree

can use the resources from North Crawley farmer. Please be aware of possible 'Climate anxiety' with children and handle sensitively, thinking about what WE CAN DO to reverse the affects.

There will be 2 walks this half term(autumn and winter)– please check all health and safety requirements for village walks with Leads. Further walks for spring and summer in later terms to review these seasons.

Lesson 7 is optional.

We will be making and using a weather station. Please order a large thermometer if you don't have one. It would be good to measure every day . Also useful to have compasses. Suggest 1 child with an adult at end of lunchtime?([Thermometer ESPO Order number: 259918 £4.90](#); [Plotting Compass Navigational Magnets \(Pack of 10 £2.80\) ESPO order number 235326](#)

[Optional Seasonal discovery bottle resource folder – to make up and use with changing seasons](#)

NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <p>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p> <p><u>Notes and guidance (non-statutory)</u></p> <p>Pupils should observe and talk about changes in the weather and the seasons.</p> <p>Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</p> <p>Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>Lesson 1 Autumn walk to observe changes. Y1 LI: To observe and describe changes in autumn. Y2 LI: To observe and describe changes in autumn.</p> <p>Lesson 2 To observe, collect and record data about the weather in autumn. Y1 LI: To observe and record data about the weather in autumn. Y2 LI: To observe and record data about the weather in Autumn.</p> <p>Lesson 3 Farming pre-visit work then Farmer visit To find out how changing seasons affect farming locally. Y2 LI: To find out how changing seasons affect farming locally.</p> <p>Lesson 4: Y1 LI: Find out how reflective materials can help us be safer in winter Y2 LI: Find out how reflective materials can help us be safer in winter</p> <p>Lessons 5& 6 Y1 LI: To observe and describe changes in winter.</p>	<p>Lesson 1 Y1 To use first hand practical experiences to find answers. To start to observe closely. Y2 To use first hand practical experiences to find answers. To observe closely.</p> <p>Lesson 2 TY1 To begin to use simple equipment and to gather and record data simply using pictures and words. Y2 To use simple equipment and to gather and record data using diagrams, words and charts.</p> <p>Lesson 3 Y1 Start to ask and suggest answers to simple scientific questions. Start to discuss what they have found out. Y2 Raise their own scientific question and suggest answers to these. Discuss what they have found out.</p> <p>Lesson 4 Y1 LI: WS : To perform a simple test and use simple equipment, with support. Y2 LI: WS : To perform a simple test and use simple equipment:</p>

	<p>Y2 LI: To observe and describe changes in winter.</p> <p>Optional Lesson 7:</p> <p>Y1: LI: With support, to find out how some animals adapt for winter.</p> <p>Y2: LI: To find out how some animals adapt for winter.</p>	<p>Lessons 5&6: Y1 To use first hand practical experiences to find answers. To start to observe closely.</p> <p>Y2 To use first hand practical experiences to find answers. To observe closely.</p> <p>Optional Lesson 7:</p> <p>Y1: : Start to ask and suggest answers to simple scientific questions. Start to discuss what they have found out.</p> <p>Y2: Raise their own scientific question and suggest answers to these. Discuss what they have found out.</p>
--	---	---

Geography		
<p>Termly Focus: Celebrating the World</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Key physical features including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	
NC Links	Knowledge	Skills
<p>Understand where I am in the world</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Use world maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans <p>Locate on a map the seven continents</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the continents and oceans <p>Locate on a map the oceans that link the continents</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the continents and oceans <p>Describe where different continents are located.</p> <p>Name and locate the world’s seven continents and five oceans</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the continents and oceans • Use simple compass (N, S, E, W) and locational directional language(for example, near and far: left and right) to describe the location of features and routes on map 	<p><u>Year 1 Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p><u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Use basic and geographical vocab to refer to physical and human features.</p> <p><u>Year 2 Location Knowledge</u> Name and locate the world’s 7 continents and 5 oceans.</p> <p><u>Place Knowledge</u> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small areas in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical and human features</p>	<p><u>Year 1</u> <u>Geography Skills and fieldwork</u> Use world maps, atlases, globes to identify the UK and its countries.</p> <p>Use simple compass directions and location and directional language.</p> <p><u>Year 2</u> <u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>

Spot the physical and human features of a continent

- Name and locate the world's seven continents and five oceans

Use basic geographical vocabulary to refer to:

- Key physical features including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Share my understanding of a continent

- Name and locate the world's seven continents and five oceans
- Use world maps, atlases and globes to identify the continents and oceans

Use basic geographical vocabulary to refer to:

- Key physical features including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Music		
<p>Termly Focus: The Magic Travel Machine/Celebrations around the World Composition Links – RE symbols Aut 1, Geography Continents, Science weather/seasons, English Poetry</p>	<p>Key Vocabulary: composition, celebration, Diwali, Hannukah, Kwanzaa, Christmas, timbre, magical, percussion, pitch, rhythm, pulse</p>	
NC Links	Knowledge	Skills
<p>EYFS</p> <ul style="list-style-type: none"> To learn about music from another culture, To respond to music with movement Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and try to move in time with music. <p>KS1</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Listening Diwali - https://www.youtube.com/watch?v=x_ZfLhnoZ1o Hannukah - https://www.youtube.com/watch?v=jYCYa_eLhh0 https://www.youtube.com/watch?v=KxH0xF84h_0 Kwanzaa - https://www.youtube.com/watch?v=EPR7jsc6JRw https://www.youtube.com/watch?v=t7fM5yjmVRY Christmas – The Nutcracker suite The Snowman</p> <p>Singing He’s got the whole world in his hands Travel Machine This little light of mine</p> <p><i>More to follow</i></p> <p>Composing Compose celebration music changing tempo (like hava nagila)</p> <p>Composition – magical Christmas music (the Nutcracker) Comic strip stories (The Snowman)</p> <p>Musicianship https://www.youtube.com/watch?v=VmyalShkAz0 Diwali Dance</p>	<p>EYFS</p> <ul style="list-style-type: none"> To be able to sing along with a variety of simple songs To be able to explore a range of tuned and untuned instruments To know about and experiment with sounds To explore sounds and recognise differences in sounds (loud/quiet, fast/slow) To move creatively to different music To be able to differentiate between different musical sounds (e.g. bells/drums) and name some common musical instruments To be able to listen to a variety of short, simple pieces of music in varying situations <p>Year 1</p> <ul style="list-style-type: none"> To begin to develop control of their voices To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse To recognise and explore that sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low To begin to express music through movement and possible sequences of movement

	<p>Hannukah Rhythms https://www.youtube.com/watch?v=g4KTnVsWLPY https://www.youtube.com/watch?v=X5bBj9yfVUU</p> <p>Charlie over the ocean – Musical games Lost my Partner – Music games</p> <p>Christmas rhythms playalong https://www.youtube.com/watch?v=pDB8kH_3YWE</p> <p>Identify Instruments (Hannukah) Jewish Instruments</p> <ul style="list-style-type: none"> • Kinnor – a lyre, similar to a harp • Shofar – a horn, traditionally made from a ram’s horn • Drum – simple frame drum made of wood with an animal skin stretched over the frame • Tambourine – very like modern tambourines • Cymbals – very like modern cymbals • Flute – wooden, a bit like our modern recorder 	<ul style="list-style-type: none"> • To begin to understand and discuss that musical elements can be used to create different moods and effects <p><u>Year 2</u></p> <ul style="list-style-type: none"> • To have good control of their own voice • To create and choose sounds for a specific effect • To begin to explore, choose and order sounds using the inter-related dimensions of music • To express music through movement and possible sequences of movement
--	--	---

Computing

Termly Focus:

Presenting Ideas (4)

Unit 2.8

Year 1 and 2 taught together but grouped for final presentation.

Key Questions

What do we need to think about when planning a presentation?

The important thing to consider is the audience. Think about how old they are and what they would find interesting. For younger children, a presentation with pictures may be more appropriate.

Why should I plan out my presentation?

Planning out your presentation allows you to make sure you have included all the information you need to. It is easier to do this in the planning phase rather than when you have started the presentation.

This unit ties together our learning from last half term on Fairy Tales as a familiar subject for children to explore different types of digital form, then moves on to presenting their own non-fiction subject using one of the digital forms we have looked at (2Connect, 2Paint, Blank fact file). This ties in perfectly with our topic/foundation subjects as you can choose what you would like the children to present on based on their interest. Some ideas from our learning coming up could be:

Geography – (Yr2 Comparing Human and physical features across the continent)s
(Yr1 human and physical features on a chosen continent)

Science – (Yr2 Addressing changes across the 4 seasons)
(Yr1 focus on one season and describe colours, weather, activities etc)

English - (Yr2 Comparing and describing a few different cultures – food, language, housing, music etc)
(Yr1 Present learning on one culture – food, language, housing, music etc)

DT - Food from different cultures, similarities and

Key Vocabulary:

E-book: An electronic version of a printed book that can be read on a computer or a specifically designed handheld device.

Fact file: A document containing all the important information about one subject.

Node: A way to represent a concept or idea using text and/or images.

Quiz: A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

Presentation: A way of displaying information about a subject to an audience.

Mind map: A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Quiz: A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

Fiction: A book or story that is written about imaginary characters and events and not based on real people or places.

Non-fiction: Writing that is about real people or events rather than stories that have been made up

differences. Could link to **RE** – Food linked to different festivals around the world and meaning behind food choices.

NC Links	Knowledge	Skills
<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To use logical reasoning to predict the behaviour of simple programs</p> <p>To 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.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> To know how a story can be presented in different ways <p>Lesson 2:</p> <ul style="list-style-type: none"> To be able to make a quiz about a story or class topic <p>Lesson 3:</p> <ul style="list-style-type: none"> To make a fact file on a non-fiction topic <p>Lesson 4:</p> <ul style="list-style-type: none"> Plan a presentation using their chosen format <p>Lesson 5 and lesson 6:</p> <ul style="list-style-type: none"> To make a presentation to the class 	<p>Lesson 1:</p> <ul style="list-style-type: none"> To identify a traditional tale presented as a mind map, a quiz, an eBook and as a fact file To know that digital content can be represented in many forms <p>Lesson 2:</p> <ul style="list-style-type: none"> To make a quiz using 2Quiz To talk about their work and make improvements based on feedback received <p>Lesson 3:</p> <ul style="list-style-type: none"> To have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. To add appropriate clipart. To add an appropriate photo. To know that data can be structured in tables and explain why <p>Lesson 4:</p> <ul style="list-style-type: none"> To gather appropriate information to present Make clear and concise notes to use for a presentation

		<p>Lesson 5 and Lesson 6:</p> <ul style="list-style-type: none">• To use a variety of software to manipulate and present digital content and information• Collect, organise and present data and information in digital content• Create digital content to achieve a given goal by combining software packages
--	--	--

RE		
<p>Focus: Should we celebrate Harvest or Christmas?</p> <p>Learning Objective: to explore and compare reasons for celebrating Harvest and Christmas To learn that not everyone celebrates the same festivals</p>	<p>Key Concepts: Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks</p> <p>Suggested resources: Jewish way of life CD Rom or online at www.reonline.org.uk RE Today Publications: OURE Thankfulness EAT Exploring Celebrations p 5-7; journey of Life and death Dev RE – Christmas, Religion all around me https://en.wikipedia.org/wiki/Sukkot</p>	
NC Links / ODS	Knowledge	Skills
<p>Engage:</p> <ul style="list-style-type: none"> Do you look forward to Harvest or Christmas more? Get pupils to say why Talk about what they do like to celebrate and how and why they celebrate it Look at different ways of saying thank you – throwing a party, giving a present, etc <p>Enquire & Explore: (AT1)</p> <ul style="list-style-type: none"> Explore Harvest – what it is, how it is celebrated and why. Find out about the Jewish festival of Sukkot. Look at the symbols used. Think about why it is important to say thank you for food. Describe how Sukkot is celebrated and compare that to the Christian festival of Harvest Explore the story behind Christmas – perhaps focusing on the giving of gifts. Think about how it might also be about saying thank you. Pupils could look at various pictures and artefacts and link these to the appropriate celebration and talk about the link that they identify in the object/picture. Think about whether Jesus is a gift from God to Christians and if so what that means for them. <p>Evaluate: (AT2 Impersonal)</p>	<p>Expected Learning Pupils will learn that the celebration of Harvest is a fairly new Christian festival, focused on thanksgiving for the food that we have and showing concern for the wider world where there is not enough food. They will learn that giving thanks for things is a shared human experience; they will learn the basic stories of Cain and Abel and Noah; they will learn the basic story of the Exodus; They will be able to describe the key features of Sukkot and the key features of Christmas as understood by Christians. They will know that the 4 spices are symbolic but may not remember all the details. They will know that Christmas is a Christian festival and that Sukkot is a Jewish festival. They will know that Jewish people do not celebrate Christmas.</p> <p>Developing Pupils will recognise the 3 festivals and link them to the correct religion. They will be able to talk about the key features and link artefacts to the correct festival. They will show understanding that all people celebrate, and they will be able to explain some reasons people give for celebrating.</p>	<p>A few pupils may have made significant progress and be able to use an increasing religious vocabulary to:</p> <ul style="list-style-type: none"> Describe three things Christians believe in and say what difference it makes at Christmas or Harvest Use the correct words to describe how Jewish people celebrate Sukkot Investigate, recognise and describe some similarities between Sukkot, Harvest and Christmas Suggest some reasons why Christians celebrate Christmas and Jews celebrate Sukkot Answer the question about the relative importance to a believer of the two Christian festivals Suggest reasons why Jewish people do not celebrate Christmas <p>Some pupils may be able to use an increasing religious vocabulary to:</p> <ul style="list-style-type: none"> Retell the Christmas story or a story connected with Harvest Describe simply what happens at Sukkot Suggest meanings for the two celebrations

- Discuss whether Harvest or Christmas is more important to Jews and why
- Discuss whether Harvest or Christmas is more important to Christians and why. What difference does it make? Is it possible that they are both equally important? Are there things that are similar? Are there similarities between the Jewish and Christian Harvests?

Reflect & Communicate: (AT2 Personal)

- Which festival do the children think is more important now? Have they changed their mind?
- They could plan a class Harvest or Christmas celebration; make Sukkahs
- If they have taken part in a school harvest celebration, they could discuss the impact on themselves and/or the community

Excelling

Pupils will make links between the festivals and the biblical material, showing an understanding of the key beliefs that these festivals demonstrate and suggest meaning for the symbols. They will know why people celebrate and they will know why Jewish people do not celebrate Christmas.

- Recognise/talk about how the senses are used in celebrations
- Make links between Sukkot and Christmas
- Gather and select from pieces of information about Sukkot and Christmas

Most pupils will be able to use some religious words and phrases to:

- Recognise and recall stories connected with Harvest and Christmas
- Recognise the lessons in the stories and the religious significance
- Recognise that celebration is a human instinct
- Talk about the significance of the two celebrations
- Identify three artefacts associated with Christmas, Harvest or Sukkot
- Put the Christmas story in the correct order

PSHER

Termly focus: Respecting ourselves and others

Week 2 10th -15th is national anti-bullying week-you may like to join in national odd socks day on the Monday to launch this This years theme is **Power for Good**
[Anti-Bullying Week 2025](#)

British Values

Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Key Vocabulary:

Respect, tolerance, democracy, vote, differences, similarities, , kindness, Friendship, diversity

NC Links/Topic	Knowledge	Skills
<p>Year 1 How behaviour affects others: being polite and respectful</p> <p>PoS Refs R21 to learn about kind and unkind behaviour and how it can affect others</p> <p>Year 2 Recognising things in common and differences: playing and working cooperatively; sharing opinions</p> <p>PoS Refs R23 To recognise the ways they are the same and different to others R24 R25</p>	<p>Year 1</p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out of school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p>Year 2</p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions and give reasons for their views (tie in with British Values) 	<p>Year 1</p> <ul style="list-style-type: none"> • to celebrate differences • to describe how they are the same and how they are different to others • to listen to and respect other people’s opinions • to know and demonstrate class/school rules and manners throughout the day <p>Year 2</p> <ul style="list-style-type: none"> • able to share opinions • able to listen to one another • to celebrate differences • be able to negotiate • to understand what bullying means and how to seek support

DT		
<p><u>Termly Focus:</u> Cooking and Nutrition Healthy & varied diet Understand where food comes from <i>Food from around the world</i></p>	<p><u>Key Vocabulary :</u> Healthy, food groups, nutrition, celebrate, prepare, chop, mix, recipe, measure, clean, hygiene, instructions, cook, knife, bowl, spoon, fork, chopstick, Diwali, Christmas, Hannukah, Sukkot, Hinduism, Judaism, Christianity</p>	
NC Links	Knowledge	Skills
<p>To master practical skills : Food (Link to Maths, English- Instructions, RE- Celebrations) Year 1 - Measure or weigh using measuring cups or electronic scales Cut, peel or grate ingredients safely and hygienically. Year 2 - Assemble or cook ingredients</p> <p>UW (EYFS) Know that there are many countries around the world, develop awareness of similarities and differences.</p> <p>Develop awareness of healthy food choices</p> <p>PD Select and use a range of tools safely and with increasing control.</p>	<p>EY:</p> <ul style="list-style-type: none"> • Children will know and use vocabulary linked to their theme. • Children will know why healthy eating is important to their health. • Children will know of some celebrations from around the world <p>KS1:</p> <ul style="list-style-type: none"> • Children will taste and evaluate a range of foods, familiar and less familiar • Children will make choices based on tasting sessions • Children will understand where food comes from and how it varies around the world. 	<p>EY:</p> <ul style="list-style-type: none"> • Children will taste and comment on different foods • Children will use one handed tools to cut, chop, grate with some support <p>Year 1:</p> <ul style="list-style-type: none"> • Prepare ingredients by cutting, chopping, grating, mixing safely and hygienically • Measure ingredients using cups or electronic scales <p>Year 2:</p> <ul style="list-style-type: none"> • Assemble and cook ingredients
<p>Possible Activities (Linked to RE and Instructions in English) Explore the Jewish harvest festival of Sukkot and taste the foods they share as part of the festival (RE) Explore Diwali- For example, taste Indian sweets and design their own- make sweets and write instructions (Eng) Following on from Sukkot- Hannukah? Similarities and differences Christmas- variations in food from around the world?</p>		

