



Billingshurst Primary School Termly Learning Journey

Year: 1 Term: Autumn 2

Topic Title: Once upon a time

Date	1.11.21	8.11.21	15.11.21	22.11.21	29.11.21	6.12.21	13.12.21
Learning Hooks	Make Porridge	Conscience Alley- which fairy tale is best? Jack and the Beanstalk, Billy Goats Gruff or Goldilocks.	Decorate Gingerbread Men	Talk for writing acting out the story.	Christmas performance rehearsals	Winter detectives- outside	Christmas Rehearsal
Text	Goldilocks and the Three Bears		The Gingerbread Man		Winter Poems and Christmas.		
Book Talk	Rumpelstiltskin The Princess and the Fog		Thumbelina The Hare and the Tortoise			Jack Frost, On this Special Night, A long way from home, One Winters Day, The Nativity	
Writing	Write to inform Instructions on how to make Porridge Write to inform and persuade- book review and comparison to other fairy tales. Oracy <ul style="list-style-type: none">✓ Listen and respond appropriately to adults and their peers✓ Speak audibly and fluently with an increasing command of Standard English Handwriting <ul style="list-style-type: none">✓ Sit correctly at a table, holding a pencil comfortably and correctly✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation <ul style="list-style-type: none">✓ Leave spaces between words✓ Know how words can combine to make a sentence✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Terminology <ul style="list-style-type: none">✓ letter, capital letter, word, sentence, punctuation, full stop.		Write to entertain-Talk for writing- using drama to retell the story, record using a story map and then rewrite in our own book. Oracy <ul style="list-style-type: none">✓ Articulate and justify answers, arguments and opinions✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others Handwriting <ul style="list-style-type: none">✓ Sit correctly at a table, holding a pencil comfortably and correctly✓ Form lower-case letters in the correct direction, starting and finishing in the right place✓ Form capital letters Vocabulary, Grammar and Punctuation <ul style="list-style-type: none">✓ Leave spaces between words✓ Know how words can combine to make a sentence✓ Join words and clauses using ‘and’✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark✓ Use a capital letter for names of people, places, the days of the week, and ‘I’ Terminology <ul style="list-style-type: none">☐ letter, capital letter, word, sentence, punctuation, full stop, exclamation mark		Christmas production advertising campaign Write to persuade- Write a tweet to persuade parents to come see the show. Write to inform- a review of the Christmas shows in the style of a performance review. Link to Geography and science- Write a poem that describes winter using the senses. Performance – speaking loudly so others can hear. Being confident and showing facial expressions. Thinking about how an audience behaves and why? Oracy <ul style="list-style-type: none">✓ Speak audibly and fluently with an increasing command of Standard English✓ Participate in discussions, presentations, performances, role play, improvisations and debates✓ Gain, maintain and monitor the interest of the listener(s)✓ Select and use appropriate registers for effective communication Handwriting <ul style="list-style-type: none">✓ Sit correctly at a table, holding a pencil comfortably and correctly✓ Form lower-case letters in the correct direction, starting and finishing in the right place✓ Form capital letters Vocabulary, Grammar and Punctuation <ul style="list-style-type: none">✓ Leave spaces between words✓ Know how words can combine to make a sentence✓ Join words and clauses using ‘and’✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark✓ Use a capital letter for names of people, places, the days of the week, and ‘I’✓ Sequence sentences to make short narratives Terminology <ul style="list-style-type: none">✓ letter, capital letter, word, sentence, punctuation, full stop, exclamation mark		

Maths	Number: Addition with 10	Number: Subtraction with 10		Geometry: Shape 3d	Number: Place Value within 20	Measurement: Weight and Volume
Science						
Learning objective	I can identify seasonal changes (linked to trees)					I can observe and describe associated weather patterns (linked to seasons in the UK) I can observe and describe associated weather
Learning Opportunity	Create an Autumn tree in the hub area talk about evergreen and deciduous trees Linked to Geography curriculum Linked to Art leaf rubbings					Use simple fieldwork and observational skills to study the geography of their school and its grounds use basic geographical vocabulary to refer to weather Discussion about Winter Adapt the season tree and add poetry (linked to English) Become winter detectives. English Link-winter poem
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	L: Broadening our vocabulary Evergreen, deciduous, L: Making appropriate vocabulary choices C: Seeking information about our environment <u>Group discussion:</u> C: choice of content to convey meaning and intention, SE: Listening actively and responding appropriately SE: guiding interactions with others. SE: Turn taking					Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E)

						Giving reasons to support views (C)	
Key Questions	What do you notice about the leaves on the trees? Are they all the same? Why do you think this happens? What colours can you see?					How do you know what season it is? What season have we just had? Which one comes next? What happens in the winter? What do some animals do in the winter.	
Learning Outcome	Make a Year group Autumn tree in the hub					To be able to identify the current season and represent it through a winter poem.	
History							
Learning objective							I can describe historical events within my living memory. I can describe and sequence memories of key events within my living memory I am able to place events and artefacts in order on a timeline I am able to use words and phrases like: old, new, past, present, before, after, then and now I am able to describe and sequence memories of key events within my living memory

Learning Opportunity							<p>Add the Christmas Show/Panto to the Year 1 time-line.</p> <p>Record timeline on the wall as a whole class and in Learning Journal.</p>
Opportunities for oracy and drama							<p>(L) Appropriate vocabulary choice – now, long ago, history, before, month, year, century</p> <p>(C) Maintaining focus on the task.</p> <p>(C) Summarising how we will mark up our time line. What words can we use?</p>
Key Questions							<p>Can we read our timeline so far? Do we remember these events?</p> <p>Shall we show days? Why/why not?</p> <p>Do you find the timeline a useful tool? Why/why not? Could we make it clearer to understand?</p>

Learning Outcome							Children will have revisited the key events that have happened so far this year.
Geography							
Learning objective	I can identify seasonal and weather patterns in the United Kingdom	I can identify s daily weather patterns in the United Kingdom	I can identify s daily weather patterns in the United Kingdom	I know what extreme weather is.	I can research extreme weather events which have affected the UK in the past. (History link)	I can identify seasonal and daily weather patterns in the United Kingdom	
Learning Opportunity	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use basic geographical vocabulary to refer to weather</p> <p>Discussion about Autumn: Art – make leaf rubbings.</p> <p>Start seasonal clock- draw a large circle and divide into 4 quadrants one for each season. Decorate one section to represent Autumn and write words next to it; autumn, orange leaves, pumpkins etc.</p> <p>For display: Take photo of the same area to represent the season.</p>	<p>What is weather?</p> <p>Watch https://www.youtube.com/watch?v=e0kNsYEMRjI</p> <p>Discuss different types of weather we see in the UK (refer to map).</p> <p>What is the weather like today?</p> <p>Children are to make weather symbols to show different conditions for Sunshine, sun and showers, cloud, rain, snow, fog and gales. Draw and label.</p> <p>Drama- role play being a weather forecaster using their symbols for countries in the UK. Share with class. The stick their symbols in their books.</p>	<p>Recap last week's talk about weather. What do you remember? Can we remember all the weather that we have experienced in the last week? Probably not. How could we make sure we remember what weather we are experiencing?</p> <p>Introduce a weather diary. We will record the weather every day at the same time using the symbols we drew last week.</p> <p>Model and teach drawing a simple chart. Whole page. Two columns; Day and weather.</p> <p>Each day we will write the day and draw the symbol that represents the weather we are experiencing. Then underline ready for tomorrow.</p>	<p>What is extreme weather?</p> <p>Can you remember any severe weather events. Share ideas with their TPs.</p> <p>Watch and discuss clip on extreme weather https://www.youtube.com/watch?v=yrOYxLt9SCI</p> <p>Reassure children that these events are very rare and plans are put into place if one does occur. E.g., salt on roads when it is icy.</p> <p>How might weather affect our daily life?</p> <p>How might a sever flood affect our day?</p> <p>How do we mange boiling heat waves?</p> <p>Model writing a sentence that explains what may happen in extreme weather. e.g., If it floods the roads may get blocked and we won't be able to drive.</p> <p>If there is a heatwave, we must drink extra water and wear lots of sun cream.</p> <p>Children to choose an extreme weather and write a sentence to describe what might happen if we experienced it and then illustrate.</p>	<p>Find out about the extreme weather events that have affected the UK in the past. Use Flip chart</p> <p>North Sea floods 1953</p> <p>Frost fairs on the river Thames 17th century</p> <p>The year without summer 1816</p> <p>Using drama to explore: Discuss how we would feel if we were alive when these extreme weather events happened.</p> <p>What do we have now that makes it easier for us to manage these events?</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>use basic geographical vocabulary to refer to weather</p> <p>Discussion about Winter</p> <p>Adapt the season tree and add poetry (linked to English)</p> <p>Become winter detectives. English Link- winter poems</p> <p>Start seasonal clock- Add winter section. Decorate one section to represent winter and write words next to it; winter, snow, Christmas, ice</p> <p>For display: Take photo of the same area to represent the season.</p>	

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E) Giving reasons to support views (C)	Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E) Giving reasons to support views (C)	Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E) Giving reasons to support views (C)	Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E) Giving reasons to support views (C)	Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E) Giving reasons to support views (C)	Appropriate vocabulary choice (L) Seeking information and clarification through questions (C) Turn taking and listening actively and responding appropriately (S&E) Giving reasons to support views (C)	
Key Questions	How do you know what season it is? What season have we just had? Which one comes next? What happens in the Autumn? What do some animals do in the Autumn ready or winter?	What is weather? What weather do we see? Have you experienced all weather types?	How can we record what weather we observe? What symbol will represent the current weather?	How might weather affect our daily life? How might a severe flood affect our day? How do we manage boiling heat waves?	How we would feel if we were alive when these extreme weather events happened? What do we have now that makes it easier for us to manage these events?	How do you know what season it is? What season have we just had? Which one comes next? What happens in the winter? What do some animals do in the winter.	
Learning Outcome	To be able to identify the current season and represent it through art by making leaf rubbings	To identify different weather types and use the correct language during role play.	To complete a daily weather chart to record what weather we observe.	Discuss and identify extreme weather. Suggest ideas to what might happen if we experienced some extreme weather.	Discuss historical extreme weather events and explore how we might feel if we were put in that situation.	To be able to identify the current season and represent it through a winter poem	
Art and Design							
Learning objective	I can use my sketchbook to gather, explore and collect ideas, techniques and artwork. I can use a variety of tools.	I can begin to explore the use of line, shape and colour through both observational and experimental drawing					I can explore ideas using digital sources. I can record visual information using a digital camera and recorders Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Computing)

Learning objective	<p>To recognise common uses of information technology beyond school (Computing)</p> <p>Understand the different ways we can go online. (E4S)</p> <p>To consider why other people go online. (E4S)</p>	To use technology safely and respectfully (Computing)	<p>Describe places they need to be safe and how they would stay safe. (E4S)</p> <p>Know how and who to ask for help (E4S)</p> <p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online (Computing)</p>	<p>Be able to explain what is meant by ‘private’ and keeping something ‘private’ (E4S)</p> <p>Identify what information is personal and consider what should not be shared online. (E4S)</p> <p>To use technology safely and respectfully- keeping personal information private. (Computing)</p>	To use the internet with adult support to communicate with people I know (E4S) (English link)	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Computing)</p> <p>I can explore ideas using digital sources. (Art)</p> <p>I can record visual information using a digital camera and recorders (Art)</p>
Learning Opportunity	<p>Class discussion- when do we use technology?</p> <p>What type of technology do we use?</p> <p>Can we explain what ‘online’ means?</p> <p>Why do people go online?</p> <p>Record our ideas as a class mind map or Target Tracker</p>	<p>Read Unplugged to start a class discussion.</p> <p>This book will help to aid discussion about getting the balance between screen and outside time to keep children healthy</p> <p>Record our ideas as a class mind map or Target Tracker</p>	<p>Video about places that might be dangerous and asking an adult for help Being safe - BBC Bitesize</p> <p>Discuss video clip. Are there any other places or things that might be dangerous. Mention that technology can be dangerous. We can sometimes be tricked into buying things we don’t want. We can sometimes be talking to someone we don’t know.</p> <p>Video about not clicking things that are unfamiliar Keeping safe online - BBC Bitesize</p> <p>Talk about what the term trusted adult means. Make a list. Make it clear that they should always tell an adult if they are worried about something online, even if they think they may get into trouble. Their trusted adult will want to help to make them feel better.</p> <p>Record our ideas as a class mind map or Target Tracker</p>	<p>Watch episode 1 Hectors world: Details Details as a starting point of a discussion. What are personal details; Full name, address, telephone number and email. What do we mean by private? Should we tell a stranger these details? What about strangers online?</p> <p>Record our ideas as a class mind map or Target Tracker</p>	<p>Discuss that people use the internet to communicate with other people. Why might the use of the internet be an effective way to communicate. What safety elements do we need to consider when communicating over the internet?</p> <p>Children will be writing a persuasive tweet to encourage their parents to come and watch the Christmas show.</p> <p>We will then check them to see if they are friendly and will not upset anyone if we post them on the school Twitter account.</p> <p>Once agreed and with the children’s permission we will post a selection together.</p> <p>Record our ideas as a class mind map or Target Tracker</p>	<p>Children will create a winter scene using small words, winter and Christmas items and then take a photo of it for the front of their Christmas card. They will then save it on the computer and print it out for their Christmas card.</p> <p>Children will then print and stick their image to their card and embellish it as necessary.</p>

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	<p>(C) Maintain focus on the task listening what others say so that we don’t all just say the same thing. (I agree, I disagree. Like.. I think)</p> <p>(C) Give reasons to support views</p> <p>(C)Choice of content to convey meaning and intention. Building on the views of others. Through whole class and smaller group discussions</p> <p>(SE) Listening actively and responding appropriately. Adding comment and thoughts to the whole class discussion</p> <p>(P) Thinking about our body language when we talk to our partner: Gesture and posture and facial expression and eye contact</p>						Choice of content meaning and intention (C) Discuss why and where items will be used. Summarise and give reasons to support views about their creation (C)
Key Questions	When do we use technology? What type of technology do we use? Is technology useful? Does it make things easier for us? Is it always safe?	How much screen time do you have? Do you think you have too much or not enough? Why is outside play important? What could we do instead of screen time?	How do we feel when we are safe? What does unsafe feel like? What do you need to do if you feel unsafe?	What does the word private mean? What things do we keep private? Do you know what personal details are? Why keep them private? Is everyone safe? What do we mean when we say trusted adult?	Is the internet an effective way to communicate? How can we keep ourselves and others safe when communicating online? What do we do if we feel unsafe whilst communicating online?	Where are you going to place all the objects? Do you need all the items? How do you take the picture? Why did you do it like that?	
Learning Outcome	Children will have discussed what types of technology we use? Whether or not we find it helpful? We will have begun to discuss internet safety.	The children will have discussed the importance of having a balance between screen time and outdoor play. They will have thought about their own levels of screen time.	The children will have identified circumstance which may be dangerous including the use of technology. They will have discussed strategies to keep themselves and others safe online and who to tell if they feel worried, upset or angry about something online.	The children will have identified what personal details are and how and why we keep them private.	The children will have discussed the importance of being respectful when communicating online. They will have composed a tweet and with support communicated it with people they know.	Children will make their Christmas card using digital media	
Design Technology							
Learning objective							
Learning Opportunity							

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions							
Learning Outcome							
Music – Year 1 singing support in assemblies (tbc)							
Learning objective	To use our voices expressively and creatively by singing songs and speaking chants and rhymes To play untuned (and tuned) percussion musically (including Christmas performance tbc) To listen to and appraise high quality live and recorded music with concentration and understanding						
Learning Opportunity	Listen and appraise Charanga – Rhythm in the Way We Walk Unit 1 – Reggae Children will listen to the song ‘Rhythm in the way we walk.’ Children will share their opinions about the song. Children will use their bodies to move in time with the music. Charanga games 1 and 2 pulse	Performance and composition Children will learn some techniques of a vocal warm and practise them. Children will begin to learn the song ‘Rhythm in the way we walk’ - Verse 1 - Rhythm Children will continue to keep the pulse by moving their bodies in time. Children will play ‘clap the rhythm’ activities Charanga games 3, 4 and 5	Performance and composition Children will continue to learn the song ‘Rhythm in the way we walk’ –Verse 2 Pitch beginning with a vocal warm-up. Children will continue to keep the pulse. Children will play ‘clap the rhythm’ activities Charanga games 6 and 7	Performance and composition Children will continue to learn the song ‘Rhythm in the way we walk’ –Verse 3 – Pulse beginning with a vocal warm-up Children will continue to keep the pulse. Children will play rhythm activities Charanga games 7 and 8	Performance Twinkle. Twinkle Little Star Giant song from Jack and the Beanstalk Children will be preparing for a Christmas performance. They will have the opportunity to use the skills learned throughout the term incorporating using our voices correctly, keeping the pulse, rhythm and pitch when singing and playing. Children can continue to play rhythm games from Charanga to extend their knowledge and skills. Charanga game 9	Performance Teddy Bears’ Picnic Children will be preparing for a Christmas performance. They will have the opportunity to use the skills learned throughout the term incorporating using our voices correctly, keeping the pulse, rhythm and pitch when singing and playing. Children can continue to play rhythm games from Charanga to extend their knowledge and skills. Charanga game 10	Performance TBC Children will be performing the Christmas production (to an audience). They will be using the skills learned throughout the term incorporating using our voices correctly, keeping the pulse, rhythm and pitch when singing and playing. Children can continue to play rhythm games from Charanga to extend their knowledge and skills. Charanga game 11

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views (S&E) Working with others Turn taking Listening and responding appropriately	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views (S&E) Working with others Turn taking Listening and responding appropriately	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views Choice of content to convey meaning Structure and organisation of talk Building on the views of others Seeking information and clarification (S&E) Working with others Turn taking Listening and responding appropriately (S&E) Working with others Turn taking Listening and responding appropriately.	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views Choice of content to convey meaning Building on the views of others Seeking information and clarification (S&E) Working with others Turn taking Listening and responding appropriately	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views Choice of content to convey meaning Structure and organisation of talk Building on the views of others Seeking information and clarification (S&E) Working with others Turn taking Listening and responding appropriately	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views Choice of content to convey meaning Structure and organisation of talk Building on the views of others Seeking information and clarification (S&E) Working with others Turn taking Listening and responding appropriately	(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views Building on the views of others Critically examining ideas and views expressed (S&E) Working with others Turn taking Listening and responding appropriately Confidence in speaking
		(P) Body language Gesture, facial expression and eye contact (L) Linguistic Appropriate vocabulary choice (C) Reasoning Giving reasons to support views (S&E) Working with others Turn taking Listening and responding appropriately					

Key Questions	Can you feel the pulse? What does pulse mean? What does it remind you of? (heartbeat) Can you march in time to the pulse? Do you know what style of music this song is? Reggae Do you like the song? What instruments can you hear? Can you recognise the verse and the chorus of the song?	How should we use our voices to sing? Do we need to shout? Can you use your voice expressively? Can you sing in time with the pulse? Can you explain what pulse means? Can you copy the rhythm?	Can you use your voice following the correct technique? Can you use your voice expressively? Can you explain what pulse means? Can you keep the pulse? Can you explain what pitch means? Can you imitate the pitch? Can you copy the rhythm	Can you use your voice following the correct technique? Can you use your voice expressively? Can you explain what pulse means? Can you keep the pulse? Can you explain what pitch means? Can you copy the rhythm?	Do you like the song? How will you use your voice expressively? Can you sing in time with the music?	Do you like the song? How will you use your voice expressively? Can you sing in time with the music?	How will you use your voice expressively? Can you sing in time with the music? Did you enjoy performing in front of an audience? What could you improve?
Learning Outcome	To appraise the song To understand what ‘pulse’ means To perform/ move our bodies with a good sense of the beat Begin to recognise different genres of music (reggae	To use voice correctly To continue to use their bodies to represent the pulse To understand the interrelated dimension of ‘rhythm’.	To use voice techniques correctly To continue to use their bodies to represent the pulse To copy and compose rhythms To understand the interrelated dimension of ‘pitch’.		To use voice techniques correctly To continue to use their bodies to represent the pulse To copy and compose rhythms To understand the interrelated dimensions of ‘pitch, rhythm and pulse’		Children will be using their learned skills when rehearsing and performing the Christmas production. They will evaluate their performance thinking about the interrelated dimensions of music taught so far – pulse, rhythm and pitch
Physical Education outdoor- Ball skills							
Learning objective	I can throw a bean bag underarm and know why we throw underarm.	I can throw a bean bag underarm during a game.	I can work in a team and throw underarm to pass to my team mates.	I can explore different ways of stopping a ball using my hands.	I can roll a ball towards a target	I can roll a ball accurately towards a target when passing and can stop the ball when receiving.	
Learning Opportunity	See Complete PE resources						
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(P) Voice projection (P) Eye contact and gesture (SE) Listening actively and responding appropriately (SE) Turn-taking (C) Maintaining focus on task	(P) Voice projection (P) Eye contact and gesture (SE) Listening actively and responding appropriately (SE) Turn-taking (C) Maintaining focus on task	(P) Voice projection (P) Eye contact and gesture (C) giving reasons to support views (SE) Listening actively and responding appropriately (SE) Turn-taking	(P) Voice projection (P) Eye contact and gesture (SE) Listening actively and responding appropriately (SE) Turn-taking (C) Maintaining focus on task	(P) Voice projection (P) Eye contact and gesture (C) giving reasons to support views (SE) Listening actively and responding appropriately (SE) Turn-taking	(P) Voice projection (P) Eye contact and gesture (C) giving reasons to support views (SE) Listening actively and responding appropriately (SE) Turn-taking	

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(SE) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (C)They will help each other by giving clear statements (C) They will give constructive and supportive help and feedback on others performance (P) Voice projection (P) Eye contact and gesture (SE) Listening actively and responding appropriately (SE) Turn-taking (C) Maintaining focus on task						
Key Questions	How can we move like champion dancers? Who is moving with control? Are we listening to the drum? Can you move in time with the drum? How will a flower move? How does the music make you feel?	How can we move like champion dancers? Who is moving with control? Are we listening to the drum? Can you move in time with the drum? What different parts of our body can we move on? How can we move? How would a flower move?	How can we move like champion dancers? Can you listen to the claps and move accordingly? Can you copy the motif? How does the music make you feel? Can you perform big clear movements? Can you work in a pair to perform the motif?	How can we move like champion dancers? Why are they moving like a champion? Can you think of some interesting movements to go in our motif? Can you perform with big clear movements?	Can you imagine you are a flower? Who is moving with control? What movement ideas do we have when we are jumping, turning and balancing? Can you perform a movement sequence? Can you perform with big clear movements?	Who is moving with control? How could a bee move? Can you think of some movements that a bee would make? What movement ideas do we have when we are jumping, turning and balancing? Can you perform a movement sequence? Can you perform with big clear movements?	
Learning Outcome	Children will begin to learn How to coordinate their bodies To perform movements through A ‘growing’ theme.	Children will continue to learn how to coordinate their bodies to perform movements.	Children will learn how to control and coordinate their bodies to perform a motif.	The children will be able to improvise and explore various dynamics and movement qualities.	The children will be able to explore the relationship between two living things creating moving patterns.		
E4S See computing for this half term							
Learning objective							
Learning Opportunity							

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills							
Key Questions							
Learning Outcome							
RE							
Learning objective			I know that people from different faiths might worship in different or similar ways to each other.	I know who celebrates Diwali. I understand why and how the festival is celebrated.	I know who celebrates Christmas. I understand why and how the festival is celebrated.	I can compare the religious festivals Diwali and Christmas.	

Learning Opportunity			<p>What does worship mean? Can anyone worship? Why might people worship? Is all worship the same? Who knows what the word religion means? We are going to explore Hinduism. Watch Visiting a Mandir (Hindu Temple) Religious Studies - My Life, My Religion: Hinduism - YouTube Explore and handle school Hinduism resources. What does the video clip tell us? Can you tell me about the gods in Hinduism? What does qualities mean? Is there anything similar in this religion to other things you know about? Record all pupil voice on TT or class mind map. Next session Last time we looked at Hinduism. Do you know any other religions? We are going to explore Christianity. Watch What is Christian Prayer? Religious Studies - My Life, My Religion: Christianity - YouTube What does the video clip tell us? Explore and handle school Christianity resources. Can you tell me about Christianity? Why do Christians pray? Where do they pray? What is the Bible? Can you think of any similarities or differences between Christianity and Hinduism? Record all pupil voice on TT or class mind map.</p>	<p>Diwali follows the Hindu lunar calendar and its date changes annually – it’s celebrated on a moonless night in October or November. How is Diwali celebrated? The weeks leading up to Diwali are traditionally a time for redecorating the home, buying new clothes and jewellery, and exchanging gifts such as sweetmeats, dried fruits and nuts Use BBC Bitesize to explain what Diwali is, why and how it is celebrated. What is Diwali? - BBC Bitesize Diwali and new beginnings - KS1 Religious Education - BBC Bitesize During Diwali, people also make patterns called rangoli from colourful materials like powders and pastes. Discuss: who celebrates Diwali? Why do they celebrate it? What happens in the story? How do they celebrate? Is Diwali similar to any festivals we celebrate? Use Flip chart to look at various rangoli patterns and then create their own designs.</p>	<p>Christmas is an annual Christian festival commemorating the birth of Jesus Christ, on December 25. Christians celebrate by: Decorating for Christmas. Put up a Christmas tree and decorate it. Getting into the Holiday Spirit. Put up an advent calendar to count down to Christmas. Enjoying Christmas Traditions. Go Christmas carolling. Giving to Others. Give presents to friends, family, and people in need. Use BBC Bitesize to explain what Christmas is, why and how it is celebrated. What is Christmas? - BBC Bitesize Why do they celebrate it? What happens in the story? How do they celebrate? Is Christmas similar to any festivals we celebrate? Use flip chart to explore various ways Christmas decorate their homes and then create their own decoration based on one of these ideas.</p>	<p>What do we know about Christianity and Christmas? What do we know about Hinduism and Diwali? Make two separate lists. Can we spot any similarities/differences? As a class start to model how we could record the similarities and differences on a Venn diagram. Children are then to complete the diagram in their books.</p>
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Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills			(SE) listening and respond (SE) Guiding and managing interactions, turn taking, listening and responding (P) Fluency and pace of speech C) Giving reasons to support views. Being sensitive to other ideas, experiences and opinions (C) Seeking information and clarification through questions	(SE) listening and respond (SE) Guiding and managing interactions, turn taking, listening and responding (P) Fluency and pace of speech C) Giving reasons to support views. Being sensitive to other ideas, experiences and opinions (C) Seeking information and clarification through questions	(SE) listening and respond (SE) Guiding and managing interactions, turn taking, listening and responding (P) Fluency and pace of speech C) Giving reasons to support views. Being sensitive to other ideas, experiences and opinions (C) Seeking information and clarification through questions	(SE) listening and respond (SE) Guiding and managing interactions, turn taking, listening and responding (P) Fluency and pace of speech C) Giving reasons to support views. Being sensitive to other ideas, experiences and opinions (C) Seeking information and clarification through questions
Key Questions			What is religion? What is worship? How do people worship? Does all worship look the same? Where do people worship? Why do people worship?	who celebrates Diwali? Why do they celebrate it? What happens in the story? How do they celebrate? Is Diwali similar to any festivals we celebrate?	Who Celebrate Christmas? Why do they celebrate it? What happens in the story? How do they celebrate? Is Christmas similar to any festivals we celebrate?	Are there any similarities between Christmas and Diwali? What is completely different? Which of them would you like to experience and why?
Learning Outcome			Children will have the opportunity to explore points of views of Christians and Hindus (Video clips). They will handle religious artefacts and understand how and why people worship.	Children will understand who celebrate Diwali, why and how. They will have designed their own Rangoli pattern.	Children will understand who celebrate Christmas, why and How. They will design and make a traditional Christmas decoration.	Children will have compared Christmas and Diwali. They will have recorded their thoughts on a Venn diagram