



Billingshurst Primary School Termly Learning Journey

Year: 1 Term: Autumn 1

Topic Title: Once upon a time

Date	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20
Learning Hooks	Welcome to new class	The Very Hungry Caterpillar Make our own book as a small group with the teacher. History – letter from the guinea pigs Invite parents in (probably not)		Make a caterpillar: Draw around a circular object (eg plate) and cut out.		Share our book with parents (send books home)	
Text	Our class country Books linked to this	The very hungry Caterpillar by Eric Carle					
Book Talk	Author focus – Eric Carle The mixed up Chameleon, The very busy spider, The tiny seed, The bad tempered ladybird, The very lonely firefly Stories read to the children and book talk questions asked Retrieval – I know Inference – I think Deduce- I feel (post its)			Author focus – Dr Suess Fox in socks, The cat in the hat, Green eggs and ham, One fish two fish red fish blue fish Stories read to the children and book talk questions asked Retrieval – I know Inference – I think Deduce- I feel (post its)			

Writing	<p>Narrative: 5 sentence retelling of a traditional story Write a simple sentence independently about themselves starting with I as a capital for a personal pronoun Write the first page and title page of our story book</p> <p>Writing Transcription</p> <p>Name the letters of the alphabet in order</p> <p>Learn to spell words containing each of the 40+ phonemes (or those taught)</p> <p>Learn to spell common exception words</p> <p>Writing composition</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Re read what they have written to check it makes sense</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Leave spaces between words</p> <p>Know how words combine to make a sentence</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Use a capital letter for I</p> <p>Terminology</p> <p>Letter, capital letter word, sentence, full stop</p> <p>Handwriting</p> <p>Sit correctly at the table holding pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction starting and finishing in the right place</p> <p>Form Digits</p> <p>Learn handwriting families – curly caterpillar letters, long ladder letters, one arm robot letters, looped letters. Taught in families and then joins</p> <p>Writing our name</p> <p>Write the title of our book</p>	<p>Continue making our book Narrative: 5 sentence retelling of a traditional story</p> <p>Writing Transcription</p> <p>Name the letters of the alphabet in order</p> <p>Learn to spell words containing each of the 40+ phonemes (or those taught)</p> <p>Learn to spell common exception words</p> <p>Writing composition</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Re read what they have written to check it makes sense</p> <p>Vocabulary, Grammar and Punctuation</p> <p>Leave spaces between words</p> <p>Know how words combine to make a sentence</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Use a capital letter for I</p> <p>Terminology</p> <p>Letter, capital letter word, sentence, full stop</p> <p>Handwriting</p> <p>Sit correctly at the table holding pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction starting and finishing in the right place</p> <p>Form Digits</p> <p>Learn handwriting families – curly caterpillar letters, long ladder letters, one arm robot letters, looped letters. Taught in families and then joins</p> <p>Join it together Read our books to each other and to our parents Writing our name</p>
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	Letter formation						
	Fine motor control (Scissors)						
Maths	Place value to 10 teacher focus Using a tens frame to count to 10 in ones Count objects Represent objects Learn days of the week song (Linked to History) Learn months of the year song When lining up learn ordinal numbers	Place value Less than, greater than including symbols. (objects) Comparing numbers using the symbols Order number of objects Recognising numbers on a number line Say what is one less or one more than a number Learn days of the week song Learn months of the year song (Linked to History)	Addition Using two colour counters in a tens frame to add two one digit numbers Link tens frame to part part whole model I have addition sentences Record addition number sentences using symbols Learn days of the week song Learn months of the year song	Addition Record number bonds to 10 investigation Systematic number bonds Adding together (I have three red counters. I have 2 green counters. I have 5 counters all together Adding more There are 3 ducks swimming in the pond then 2 more ducks join them in the pond. Now there are 5 ducks swimming in the pond Learn days of the week song Learn months of the year song	Addition and subtraction Find the missing number using part part whole Taking away by crossing out. Taking away using manipulatives. Introduce subtraction symbol Take away by breaking apart Practise reciting number bonds	Subtraction Using a number line to subtract (jumps) How many more/less? (difference) Introduce a bar model to show number bonds (addition) Recall greater than and less than symbols Practise reciting number bonds	Subtraction Investigate fact families Compare statements What can you tell me about 10? Do a short version of the number bond apprentice test Practise reciting number bonds
Science							
Learning objective	<ul style="list-style-type: none"> I am able to ask simple questions and recognise that they can be answered in different ways I am able to observe closely, using simple equipment performing simple tests I can gather and record data to help in answering questions. I can distinguish between an object and the material from which it is made. 	<ul style="list-style-type: none"> I am able to use observations and ideas to suggest answers to questions I am able to classify different materials depending on how they react to light. 	<ul style="list-style-type: none"> I am able to identify and classify using appropriate words to describe. I am able to use observations and ideas to suggest answers to questions. I can gather and record data to answer questions. 	<ul style="list-style-type: none"> I can use my senses to make simple observations I am able to identify and classify different smells I can ask simple questions and recognise that they can be answered in different ways 	<ul style="list-style-type: none"> I am able to gather and record data to help in answering questions. I am able to use simple equipment to perform simple tests. 	<ul style="list-style-type: none"> I am able to ask simple questions and recognise that they can be answered in different ways. I am able to make observations to suggest answers to questions 	<ul style="list-style-type: none"> I am able to ask simple questions and recognise that they can be answered in different ways I am able to observe closely. I can identify and classify materials. I can use observations and ideas to suggest answers to questions
Learning Opportunity	Floating and sinking A water tub provided with a selection of objects provided to explore Linked to The Very Hungry Caterpillar. A selection of fruit and vegetables to investigate The activities will be presented to the children	Shiny, sparkly and reflective A number of objects with a torch to observe. This activity will be presented to the children for them to investigate. (small table group) Correct language will be available from the teacher. Children encouraged to describe what they can see or	Texture Children provided with labels sorting circles and a variety of objects of different textures - Linked to TVHC (leaf twig, stone, fruit and vegetables) This activity will be presented to the children for	Smell Pots provided with strong smells to investigate. This activity will be presented to the children for them to investigate. (small table group) Photos of this activity will be put into children's science	Moving water Children provided with two bowls and a variety of equipment to move the water with This activity will be presented to the children for them to investigate. (small table group)	Wet sand/ dry sand Two bowls of sand given what can you do with each? Sand toys provided to explore the difference This activity will be presented to the children for them to investigate. (small table group)	Nature A table of natural objects provided to explore and discuss. This activity will be presented to the children for them to investigate. (small table group) Children to choose one object to describe




[illegible]

<p>Learning objective</p> <p><u>Changes in living memory me, my parents and grandparents</u></p> <p><u>Chronological understanding</u></p>	<p>I am able to place events on a timeline</p> <p>I am able to describe and sequence events within my living memory</p>	<p>I can describe (personal) historical events within my living memory.</p> <p>I am able to use words and phrases like old new past present before after. Be able to place events and artefacts in order on a timeline</p> <p>I am able to use words and phrases like: old, new, past, present, before, after, then and now</p> <p>I am able to describe and sequence memories of key events within my living memory.</p>	<p>I can describe historical events within my living memory.</p> <p>I can describe and sequence memories of key events within my living memory (Year 1)</p> <p>I am able to place events and artefacts in order on a timeline</p> <p>I am able to use words and phrases like: old, new, past, present, before, after, then and now</p> <p>I am able to describe and sequence memories of key events within my living memory</p>				
<p>Learning Opportunity</p>	<p>Think about our day at school and the order in which things happen.</p> <p>Talk about what happens in the morning and the afternoon.</p> <p>Think about what our school day looks like and the order of things. Introduce the class timetable.</p> <p>Timeline in learning Journal</p> <p>Model writing/drawing a timeline showing a typical day in school.</p>	<p>To think about our lives</p> <p>Tlme – Guinea pigs send a letter with their own timeline of their lives. They ask the children to make their own.</p> <p>Children to record a timeline that includes key life events in chronological order. E.g. born, started school, sibling born, etc record in Learning Journal</p>	<p>To begin our Year 1 time-line. Link to previous weeks talk about Yea r1 and create a timeline with them starting in Yr 1. We will add as we go with trips, school events and events in current history</p> <p>Record timeline in Learning Journal.</p>				

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(L) Appropriate vocabulary choice. Use correct time language., week, day, morning, afternoon, evening (C) Seeking information and clarification through questions. (when you ask a question you are expecting an answer) (Introduce the way we write a question using a ?) (Linked to English objective though we are not asking children to write a question) higher attainers may write a question however this is a hard skill writing question that you have answer for. (SE) Turn taking and listening actively and responding appropriately Giving reasons to support views. How do we show we wish to speak. (no hands up classroom and no shouting out)	(L) Appropriate vocabulary choice – year, month, day (C)Building on the views of others. Listening to ideas from others and adding their own ideas of what could be added. (C)Giving reasons to support views. Deciding what should be added and why or why not.	(L) Appropriate vocabulary choice – now, long ago, history, before, month, year, century (C)Maintaining focus on the task. (C)Summarising how we will mark up our time line. what words can we use?				
Key Questions	What happens in the day at school? What do we call the times of the day? (morning, afternoon) How can we record our days? Why do we have the activities in this order?	What events would you put on a timeline of your life so far and why? Did these events take place in the past, present or future? What do the words past, present and future mean? We are putting the events in chronological order. What does this mean? I was born in February and my mum was born in May. Who is older and why?	How shall we record the event of us starting Year 1? Shall we show days? Why/why not? How will we divide our line up? What sort of things shall we record over the Year?				

Learning Outcome	<p>The children will understand the class timetable. They will understand how the timetable shows what we do each day and how the day is divided Children can explain the order in which events take place, using key language (morning, afternoon)</p>	<p>Children to make a timeline of their lives so far with images to show key events. This is to be arranged in chronological order.</p> <p>Record in Learning Journal.</p>	<p>Children will start a timeline in their Learning Journal to be revisited over the year.</p>				
Geography							
Learning objective	<p>I can use basic geographical vocabulary to refer to key physical features (of the Netherlands, France, Germany)</p>						
Learning Opportunity	<p>Objects provided to prompt discussion about: The Netherlands. France Germany</p> <p>The collection of objects will be added to as children share what they have found out in the holidays about the 3 countries They will record a sentence reflecting something they have learnt and draw a flag in their Learning journal (yellow book)</p>						
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	<p>(L) Appropriate vocabulary choice. Linked to each class and country. (C) Seeking information and clarification through questions. Realising that asking questions helps find things out. (SE) Turn taking and listening actively and responding appropriately. Giving reasons to support views.</p>						

Key Questions	What do you know already? What does the flag look like? Where on the map is the Netherlands? What is it like there? What is the country known for? Do we know of food that has come from there?						
Learning Outcome	The children will know key physical features and facts about their class country. They will be able to share this with others						
Art							

Learning objective	<p>Art linked to our class country Matisse – France (la Gerbe, the sheaf) painting with scissors</p>  <p>Klee – Germany (castle and sun) colour and shape</p>  <p>Van Gogh – Netherlands (starry night) pointillism and colour</p> 	<p>I can name primary colours and know how to mix them to make secondary colours.</p>	<p>I can print by rubbing, building repeating patterns and recognising and mimicking patterns in the environment.</p>	<p>I can alter paint consistency by adding water and/or pigment On Flexible Friday make a caterpillar and paint it from a plate in the style of Darrell Wakelam.</p>	
Learning Opportunity	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Linked to pictures for our book of The very hungry caterpillar Use drawing and painting to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products (our book) Show images of pictures to support the children.</p>	<p>This activity will be done as part of the maths activities</p>	<p>Make a wash for the background of our front cover and use thick paint to add detail to our caterpillar (DT cutting) Use drawing and painting to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products</p>	

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(L) Appropriate vocabulary choices. Paint, colour, shape, pattern, scissors. The name of the artist. Shapes and colours. (C) Seeking information and clarification through questions	(L) Appropriate vocabulary choices linked to food in the Very hungry caterpillar. (C) Maintaining focus on the task	(L) Appropriate vocabulary choices Next, before, after, same, different (C) Giving reasons to support views eg. 'Why did you put a blue one next?' (referring to the pattern in mathematics lesson)	(L) Appropriate vocabulary choices Thicker, thinner, more, less (C) Time management	
Key Questions	Have you ever seen any of these pictures before? Where? How did the artist make the pictures? Are his/her pictures similar? What colours will we need? How can we make the colours? What do you like/dislike about this picture?	What colours can we make? Which colours do we add to make green, purple or orange? How do we use water colours? What equipment do we need and where can we find it in the room? How will we clear up when we have finished?	What will come next? Can we make a pattern using more than one of the same thing? Can we make a pattern using 3 different things? Can you spot a pattern? Tell me your pattern	How do we use powder paint? What happens to the brush in the water? What is different between brush and powder paint? Why are we using different medium	
Learning Outcome	Each child will create a picture in the style of a certain artist either individually or as a group.	Children will create pictures to add to our caterpillar books	Children will make and be able to talk about repeating patterns linked to maths learning.	Each child will make a wash for the background for the front cover which will then have a DT caterpillar on it to be finished with paint detail.	
Computing					
Learning objective					
Learning Opportunity					
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills					
Key Questions					
Learning Outcome					

Design Technology						
Learning objective					<p>I can make a front cover using a range of practical tools e.g. cutting</p> <ul style="list-style-type: none"> purposeful, functional, appealing products for themselves and other users based on design criteria <p>*generate, develop, model and communicate their ideas through talking, drawing,</p> <p>* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of colours</p>	
Learning Opportunity					<p>We will watch a video of how Eric Carle produces his pictures using tissue paper and then make our own.</p> <p>We may use a similar idea to make a caterpillar that moves on a slider.</p>	
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills					<p>(L) Appropriate vocabulary choice. Cut stick tape, glue, circles, layered, joining,</p> <p>(C) Seeking information and clarification through questions by asking these of the teacher, another child or by looking in a book.</p> <p>(SE). Turn taking and listening actively and responding appropriately. Giving reasons to support views.</p>	
Key Questions					<p>Will you choose all the same colour?</p> <p>What could we draw round to make the shape?</p> <p>How do we hold our scissors?</p> <p>How do we stick the pieces on?</p> <p>Can we make our caterpillar look like it is moving?</p> <p>Do we need anything else on our picture?</p>	
Learning Outcome					Each child will create an appealing front cover using both art and DT that will be joined to their story.	
Music						

Learning objective	<u>Singing</u>	<u>Skills- Listening and appraising</u>					<u>Performance</u>
	I can perform the song using correct singing techniques.	I am able to move my body in time to the pulse.					I can play instruments using the correct technique and with respect. Focus on voice .
	I can demonstrate understanding of the key vocabulary.	I know how to find and maintain the pulse of a piece of music.					Take part in singing, accurately following the melody.
	<u>Composing</u>	I am able to talk about changes in timbre, dynamics, tempo and pitch in a piece of music					Listen to, copy and repeat simple rhythms and melodies.
	I am able to create a sequence of long and short sounds.	<u>Composing</u>					Make and control long and short sounds, using voice and instruments.
	I can clap and play rhythms.	Create a mixture of different sounds (long and short, loud and quiet, high and low)					Imitate changes in pitch using the voice.
	I can create short, melodic patterns (voice)	Choose sounds to create an effect.					Perform to an audience.
		I know how to sequence sounds to create an overall effect.					

<p>Learning Opportunity</p>	<p>Listen and Appraise - Hey You! by Joanna Mangona: Play the song. Use your body to and the pulse whilst scrolling through/using the on-screen questions as a focus.</p> <p>Musical Activities Use the Activity Manual for guidance.</p> <p>Warm-up Games (including vocal warm-ups)</p> <p>Learn to Sing the Song - Hey You!: Start to learn to rap and sing the song.</p> <p>Performance - Hey You!: Perform and share what has taken place in today's lesson.</p>	
	<p>Charanga – Colours</p> <p>Focus on singing – Linked to work on ‘The Very Hungry Caterpillar’</p>	
<p>Opportunities for oracy and drama</p> <p>Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills</p>	<p>New Vocabulary: pulse, pitch, dynamics, rhythm</p> <p>(L) Appropriate vocabulary choices timbre, dynamics, tempo and pitch</p> <p>(C)Information and clarification through questions.</p> <p>Summarising what we have found out</p> <p>(SE) Turn taking and listening actively and responding appropriately.</p> <p>(C) Giving reasons to support views.</p> <p>(C)Choice of content to convey meaning and building on the views of others.</p>	
<p>Key Questions</p>	<p>Can we all get a little louder?</p> <p>How can we sing louder without shouting? What happens if we don't start together?</p> <p>How does it make you feel? How does it make you want to move? Can we move in time to the music (handwriting warm up)</p> <p>Can we clap in time with the music? Follow my clapping pattern. Does this piece of music have the same time?</p>	
<p>Learning Outcome</p>	<p>I can perform a song to an audience. I can sing so others can hear. We can work together to learn and perform new songs</p>	
<p>PE</p>		

Learning objective	I can get changed for outside PE and leave my clothes folded on my table.	Hopping Fundamental Movements I can master the hopping movement		Skipping Fundamental Movements I can master the skipping movement		Jumping Fundamental Movements I can master a variety of jumping movements	
Learning Opportunity See Complete PE resources	Children taught to take one thing off at a time and fold it neatly.	To learn how to jump Jumping I and out (jumping jacks) Jumping only using one foot		To learn how to jump Jumping from one foot to the other foot		To learn how to jump Jumping from two feet to two feet Jumping from two feet to one foot (Hopscotch jumps)	
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 they will know this will keep them safe	C)They will seek information and clarification through questions. This supports everyone's understanding and is useful		(P) Clarity of pronunciation. They will help each other by giving clear statements		(C) Maintaining focus on the task	
Key Questions	How to we turn clothes that are the wrong way round? Which clothes do we need for outside PE? Who is responsible for your possessions? Are all your items named?	What is a hop? How can you balance to hop on one leg? Is it harder to hop on the other leg? Why? Can you hop on one leg and then change when asked to? Does moving your arms make it easier? Why? What can you do to hop higher? What can you do to hop further?		How do you change from a hop to a skip? How can you step, hop change leg and hop? Does moving your arms help? Why? Skip on the spot. Is this easier or harder than skipping and travelling? Why? Skip with high knees. Is this more or less difficult than before and why? Skip slowly. Can you describe each of the movements as you go? Skip quickly. How can you make sure you complete each movement even though you are going quickly?		What can you do to make it easier to jump on the spot? What can you do to improve your jump forwards? How can you jump higher? (use your arms?) (Jumping into a series of hoops) How can you make sure you land in the right place? (Jumping over a hurdle without a run-up) What can you do to help launch yourself over the hurdle? (Jumping over a series of hurdles without stopping) What can you do to make sure you don't knock any down?	
Learning Outcome	Children will start to take care of their own possessions and know how to fold them. and what to do for themselves if something is lost.	Children will move confidently and understand how to hop on both legs.		Children will move confidently and have the coordination to skip whilst moving forward..		Children will move confidently jumping in a variety of ways using one or two legs.	
PE							
Learning objective	I know how to move in a variety of ways	I can put simple apparatus out and away safely	I can combine movements using big and small body parts	I can show wide, narrow and curled movements	I know how to move around and hold a balance	I can link big and small balances with wide narrow and curled ones	I can perform a short sequence
Learning Opportunity	Move round the floor in a variety of ways	Move simple apparatus safely including mats, benches and low tables in appropriate groups	Balance on the floor	Move safely round apparatus in a variety of ways	Explore balances on apparatus Travel around the apparatus in a variety of ways and practise balances.	Move around the apparatus and when the drum is sounded children will show a balance (big, small, wide, narrow or curled) they will then continue to travel,	Try, practise and perform short sequences

Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(L)The children will listen actively and respond appropriately to make sure we are safe and that we know how to use equipment safely	(C)They will seek information and clarification through questions if they are not sure	(L) I can listen actively and resond appropriately	(L) I can use and respond to subject specific vocabulary (wide, narrow, curled)	(SE) I can work with others (on the apparatus) taking turns	(SE) I can work with others (on the apparatus) guiding or managing interactions	(C) Giving reasons to support their views.They will give constructive and supportive help and feedback on others performance. (P) using clarity of pronunciation. They will help each other by giving clear statements
Key Questions	What are the rules for being in the hall? Why do we have these rules? Show me how you can move Let's try to move like...	How many children are needed to move a mat? Where should you stand? Should you walk backwards? Why not?	Can we move without a sound? Which parts of the body can we balance on? Try this balance. Hold your hands and feet like a gymnast.	Can you balance on the apparatus? What do you need to think about when balancing on apparatus? Do we que?	Can you travel with your body low? Can you travel not using your legs? Can you travel not facing the way you are going? Can you change to a different method of travelling when asked?	When I shake the tambourine show a balance that I ask for. Can you move in a variety of ways? Can you balance on different parts of your body?	Can you practise a short series of moves? Repeat it and see if you can improve sections of it. Can you hold your balance completely still? Can you show the class?
Learning Outcome	Move with confidence in a variety of ways	Children will move apparatus safely whilst working as part of a group	Children will balance with confidence using a large body part. They will be able to say what a large body part is.	Children will show how to balance safely on the apparatus	Children will be able to travel in a variety of ways around the apparatus	Children will confidently link movements around the apparatus with balances without making long ques on a given piece.	Confidently show the class your sequence of moves. Oracy (P) They will sow confident gesture and posture
PSHCE							
Learning objective	Our class rules I feel safe and content in my class	I know that I belong in a community	I know some ways to calm myself down when I feel scared or upset	I know how to make someone feel welcome	I feel good about my strengths	I know some ways to solve a problem	I can help to make the class a safe and fair place
Learning Opportunity	Create a list of agreed rules about acceptable behaviour	Each child will draw themselves or write their name and place it in a single place to symbolise our class community.	In small groups discuss and feed back to the class about what you could do if you felt sad, angry lonely, silly.	With a partner. Do you know how they are feeling? How can you help them feel wanted?	Through discussion and modelling we will explore politeness. Please, Thank you. Holding the door for the next person, personal space.	Through discussion and possibly reading a story child to explore the idea that their behaviour affects others and they can make good and bad choices.	Explore the idea through discussion that we have the right to feel safe and cared about. We should make others feel how we would like to feel.
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills	(C)Choice of content to convey meaning and intention. Building on the views of others. Through whole class and smaller group discussions	(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)	(SE) Listening actively and responding appropriately. Adding comment and thoughts to the whole class discussion	(P) Thinking about our body language when we talk to our partner: Gesture and posture Facial expression and eye contact	(P) Thinking about our body language and how it goes hand in hand with politeness: Gesture and posture Facial expression and eye contact	(SE) During discussion think about listening actively and responding appropriately	(C) Give reasons to support views

Key Questions	Do we need rules in our class? What do we think is important? Do we all agree with these?	What is a community? Who is in our class community? Is our class in a community? (school) Is our school in a community? (Billingshurst)	Are all feelings bad? If you were feeling ever so happy could this be a problem? How could you help yourself? Is there anyone that could help you?	How can you tell how someone is feeling? Can you empathise with that person? Could this help? Is it always obvious how someone is feeling?	Why is it nice to be polite? What things can we do that are polite? How can we make someone feel good?	Remember how last week we talked about making others feel good? Can we also make others feel bad? Is that a nice thing to do? Does that make you feel clever?	How would you like to be spoken to? Would you like someone to hold the door for you? Do you like others to listen to your views? Do you listen to others?
Learning Outcome	We have a set of rules on the wall that we have all discussed and agreed are important.	We will create a picture of our class community.	I can try and control how I express my feelings and calm myself	I can try and help someone when I notice their feelings	I can help others and feel good about myself	I know that my actions affect others	I understand that I am as important as other people. I have a right to an opinion which may differ from others.
Religious Education							
Learning objective		I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings. Story linked to school values I can discuss the meaning of a Bible story	I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings. Story linked to school values I can retell a Bible story	I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings. Story linked to school values I can talk about where the story comes from and whether it is true	I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings. Story linked to school values I can talk about whether a story is true or not	I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings. Story linked to school values I know what a 'moral' is	I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings. Story linked to school values I can talk about the 'moral' of the story
Learning Opportunity		Introduce the bible story of Joseph. Children to use drama to explore Joseph's feelings of happiness and of despair <u>The Lion Storyteller Bible by Bob Hartman</u> ; Joseph the Dreamer P22 linked to school values of Pride and Ambition	Recap the story of Joseph. Can the children recall what happened? Children to design their own cloak	Discuss where the story of Joseph comes from. Children to use drama to explore having a piece of clothing (coat of many colours) that makes you feel good. Talk about the fact that the bible is important to Christians. Other faiths have their own special book.	Introduce the story of Noah's ark. Children can draw their own ark or we could have a class ark and all the children can add two animals to the picture. If time children can learn the 'two by two' song.	Introduce the story of the good Samaritan. Working in their table groups of 4 children act out the story of the good Samaritan.	Introduce the story of the two houses Children to draw a picture showing the two houses thinking about where they are from the evidence in the story.
Opportunities for oracy and drama Physical (P), Linguistic (L), Cognitive (C), social and Emotional (SE) skills		(SE)listening and responding.	(P) Fluency and pace of speech. (P) Tonal variation	(SE) Guiding and managing interactions, turn taking, listening and responding.	(C)Seeking information and clarification through questions	(C)Giving reasons to support views. Being sensitive to other ideas, experiences and opinions	(C)Giving reasons to support views. Being sensitive to other ideas, experiences and opinions

Key Questions		What is the story about? How do we feel? How do the characters feel at different points? Do we like the ending?	Have you ever been given something that was really special to you? Have you ever had something that made someone else jealous? Have you ever felt jealous? Will there be a pattern? Special pictures? Which colours will you use?	Where does the story of Joseph come from? What is the bible? Why is it important? Who reads/follows the bible? All stories in the bible have a meaning/moral/ something to learn from it- what should we learn from the story of Joseph and his brothers? Joseph had a dream about his future- what dreams do you have for your future?	Do you believe that this is how the world began? Could there be other versions? Why is it important?	What does this story tell us? Who should we be like?	What is the moral of the story? Do you think this actually happened?
Learning Outcome		I can talk about the story in the Bible of Joseph that has a moral. Children will understand that the Bible has many stories that teach us to think.			I can talk about the story in the Bible. The children will be encouraged to talk about what they think and understand that others may think differently, and they have the right to that thought.		