

Curriculum Map



Year Group	1
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Academic Year	2021-2022
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	TERM 1	TERM 2	TERM 3
Text	<p>Grandad's Secret Giant</p> <p>Fiction - The owl that was afraid of the dark/ Grandad's secret Giant Non- Fiction Information text</p>	<p>Avocado Baby</p> <p>Fiction – Avocado Baby descriptive writing Non-fiction – Instructions & letter</p>	<p>Fairy Tales</p> <p>Fiction - Fairy Tales Non-Fiction texts about animals</p>
Unit Title/key enquiry question	<p>Part of my World</p> <p>How am I a part of my community?</p>	<p>The Greatest Show</p> <p>What is entertainment?</p>	<p>Animal Planet</p>
Engage/Hook	<p>Children bring something special into school e.g. a teddy/comforter – Home learning for the summer is to identify something that is special</p>	<p>Children bringing their toys into school and having a play afternoon.</p>	<p>Trip to Yorkshire Wildlife Park</p>
Additional Experiences Including career links	<p>Things that make them special – Transition/week 1</p> <p>Walks around the local area e.g. parks, woods, church,</p> <p>Visits to a care home to form reading/personal friendships Ideas for contributing to making the community better.</p> <p>End of term 1 - Heritage Day</p> <p>Notable people from the local community/job Church/community groups Garden – caring for the community Sandal Beat Wood</p>	<p>Beginning of Term 2b -Circus Workshop</p> <p>Children who choose to, being given a chance to perform their hidden talents</p> <p>Entertainers Actors/Actresses Singers Dancers</p>	<p>Trip to the Yorkshire Wildlife Park</p> <p>Educational talks at YWP.</p>

	<p>Gardeners Council workers Care staff</p> <p>Owl experience in school</p>		
<p>Outcomes (including published work)</p>	<p>Instruction writing – making food.</p> <p>Description– Grandad's Secret Giant</p> <p>Non-fiction – non chronological report</p> <p>Make invitations using the computer to the tea for Heritage Day (Healthy Eating)</p> <p>Weaving a blanket to take to the elderly at the care home.</p> <p>Self-portrait sketches/Half portrait sketches</p>	<p>Create a moving toy - children to work in DT on designing and making a toy that moves that children might like to play with.</p> <p>Children completing circus art - using collage to make different pieces of art relating to circus acts</p> <p>Making posters for the circus</p> <p>Recount of the pantomime</p> <p>Story writing</p> <p>Instructions</p>	<p>Clay art</p> <p>Explanation text – animal facts.</p> <p>How to help the world with global warming.</p> <p>Letter to David Attenborough about how we think we can help with global warming.</p>

<p>Spoken Language</p> <p>Children will take part in daily spoken language activities.</p>	<p>Listening and Responding</p> <p><i>I listen carefully to the things other people say in a group.</i></p> <p>Use of Language</p> <p><i>I can hold attention when playing and learning with others.</i></p> <p>Participating</p> <p><i>I join in with conversations in a group.</i></p> <p><i>I join in with role play.</i></p>	<p>Listening and Responding</p> <p><i>I listen carefully to the things other people have to say in a group.</i></p> <p>Participation</p> <p><i>I join in with conversations as a group.</i></p> <p><i>I can retell a well-known story and remember the main characters.</i></p> <p><i>I join in with role play.</i></p>	<p>Listening and Responding</p> <p><i>I can ask questions in order to get more information.</i></p> <p>Use of Language</p> <p><i>I keep to the main topic when we are talking in a group.</i></p> <p>Participating</p> <p><i>I speak clearly and confidently in front of people in my class.</i></p> <p><i>I can start a conversation with an adult I know well or with my friends.</i></p> <p><i>I can re-tell a well-known story and remember main characters.</i></p>
<p>Reading</p>	<p>Read Write Inc.</p> <p>Decoding</p>	<p>Read Write Inc.</p> <p>Whole class reading - VIPERS</p>	<p>Read Write Inc.</p> <p>Whole class reading - VIPERS</p>

	<p><i>Apply phonic knowledge and skills as the route to decode words.</i></p> <p><i>Read accurately by blending sounds in unfamiliar words containing GPC's that have been taught.</i></p> <p><i>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</i></p> <p><i>Re-read these books to build up their fluency and confidence in word reading.</i></p> <p>Comprehension – Familiar Texts</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases.</i></p> <p>Comprehension – Poetry and Performance</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart.</i></p> <p>Comprehension – Understanding</p> <p><i>Understand both the books they can read accurately and fluently and those they listen to by: drawing on what they already know or background information and vocabulary provided by the teacher.</i></p> <p>Comprehension – Prediction</p> <p><i>Understand both the books they can read accurately and fluently and those they listen to by: predicting what might happen on</i></p>	<p>Decoding</p> <p><i>Apply phonics and skills as a route to decode words.</i></p> <p><i>Respond speedily with the correct sound to grapheme (letter or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</i></p> <p><i>Read other words of more than one syllable that contains taught GPC's.</i></p> <p>Comprehension – Range of Reading</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear to their own experiences.</i></p> <p>Comprehension – Familiar Texts</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases.</i></p> <p>Comprehension – Poetry and Performance</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and recite some by heart.</i></p> <p>Comprehension – Understanding</p> <p><i>Understand both the books they can read accurately and fluently and those they listen to by: drawing on what they already know or background information and vocabulary provided by the teacher.</i></p>	<p>Decoding</p> <p><i>Read accurately by blending sounds in unfamiliar words containing GPC's that have been taught.</i></p> <p><i>Read common exception words, nothing unusual correspondences between spelling and sound and where these occur in the word.</i></p> <p><i>Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</i></p> <p><i>Read words containing GPC's and -s, -es, -ing, -ed, -er, and -est endings.</i></p> <p><i>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</i></p> <p><i>Re-read these books to build up their fluency and confidence in word reading.</i></p> <p><i>Read age-appropriate books (colour band for Y1) fluency at 100 words per minute.</i></p> <p><i>Read and decode words from RWI set 3 sounds with confidence.</i></p> <p>Comprehension</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond at which they can read independently.</i></p> <p>Comprehension – Familiar Texts</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary understanding by: becoming very familiar with key stories, fairy stories and traditional tales,</i></p>
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	<p><i>the basis of what has been read so far.</i></p> <p>Comprehension – Non-Fiction</p> <p><i>Know that some books are used for information and these contain facts.</i></p> <p>Comprehension – Discussing Reading</p> <p><i>Explain clearly their understanding of what is read to them.</i></p>	<p>Comprehension – Inference</p> <p><i>Understand both the books they can read accurately and fluently and those they listen to by: discussing the significance of the title and events.</i></p> <p>Comprehension – Prediction</p> <p><i>Understand both the books they can read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far.</i></p> <p>Comprehension – Non-Fiction</p> <p><i>Know that some books are used for information and these contain facts.</i></p> <p>Comprehension – Discussing Reading</p> <p><i>Explain clearly their understanding of what is read to them.</i></p>	<p><i>retelling them and considering particular characteristics.</i></p> <p>Comprehension – Word Meanings</p> <p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known.</i></p> <p>Comprehension – Understanding</p> <p><i>Understand both the books they can read accurately and fluency and those they listen to by: checking the text makes sense to them as they read and correcting inaccurate reading.</i></p> <p>Comprehension – Inference</p> <p><i>Understand both books they can already read accurately and fluently and those they listen to by: making inference on the basis of what is being said and done.</i></p> <p>Comprehension – Non-fiction</p> <p><i>Know that some books are used for information and these contain facts.</i></p> <p><i>Understand the basic structure of non-fiction books such as a contents page</i></p>
<p>Writing</p>	<p>Baseline - Children writing about the animal that represents the class e.g. lions.</p> <p>Story - Grandad’s Secret Giant</p> <p>Additional Writing Opportunity - Write a letter to the care home asking to visit or writing to pen pals.</p>	<p>Geography- Can the children write a postcard from a place in the UK that they have visited with the circus?</p> <p>English – Story writing about the Avocado Baby</p> <p>Additional Writing Opportunity - Writing a recount of the circus</p>	<p>Children writing a fairy tale with a repetitive phrase.</p> <p>Children writing a non-fiction report about an animal.</p> <p>Additional Writing Opportunities – Recount of the trip to the Yorkshire Wildlife Park.</p>

	<p>Additional Writing Opportunity - Captions for pictures of visits to care home. (Recount from visit to the care home) In Global Citizenship Teaching</p> <p>Additional Opportunities in Wider Curriculum - Recount of Harvest/Christingle</p> <p>Instructions for making a Christingle Orange. (Through RE).</p> <p>Non-fiction – non-chronological report about owls.</p> <p><i>To use their own simple story ideas or retell a familiar story using short, simplistic sentences.</i></p> <p><i>To re-read their writing aloud to check it makes sense.</i></p> <p><i>Capital letters and full stops are sometimes used to demarcate sentences.</i></p> <p><i>Finger spaces.</i></p> <p><i>To use adjectives that have been modelled.</i></p> <p><i>To use simple sentence structures (which may often be repetitive.)</i></p> <p><i>To spell some words containing previously taught phonemes and GPCs accurately.</i></p> <p><i>To use capital letters for names, places, the days of the week and the pronoun ‘I’.</i></p> <p><i>To sometimes use question marks.</i></p> <p><i>To independently write a sequence of sentences to create fiction and non-fiction texts.</i></p> <p><i>To write lower-case and capital letters in the right direction,</i></p>	<p>workshop, what did the children enjoy? Can they describe the activities?</p> <p>Additional Writing Opportunity - Persuasive Writing - Why should animals not belong in the circus? Convince me! Linked to Global Citizenship</p> <p>Additional Writing Opportunity - Poster - Can you make a poster advertising the circus? (Home learning)</p> <p>Additional Writing Opportunities - Children retelling the Easter Story in R.E (2b)</p> <p><i>Independently write a sequence of sentences to create fiction and non-fiction texts.</i></p> <p><i>Capital letters for names, places, days of the week and the personal pronoun ‘I.’</i></p> <p><i>Some use of exclamation marks.</i></p> <p><i>Some use of question marks.</i></p> <p><i>Use some features of different text types.</i></p> <p><i>Re-read their writing to check it makes sense and make suggested changes.</i></p> <p><i>Use mainly accurate sentence structures.</i></p> <p><i>Use adjectives to describe and add detail.</i></p> <p><i>Use appropriate word choices in relevant context.</i></p> <p><i>Use joining words (conjunctions) ‘and’ to link ideas and sentences.</i></p> <p><i>Write lower case and capital letters in the right direction, right size, starting and finishing at the correct place.</i></p> <p><i>Using –s and –es to form regular plurals correctly.</i></p> <p><i>Use the prefix ‘un’</i></p> <p><i>Add the suffixes –ed, -ing -er and –est to root words.</i></p> <p><i>Spell many previously taught phonemes and GPC’s correctly.</i></p> <p><i>Spell many common exception words.</i></p>	<p>Additional Writing Opportunities – Letter to David Attenborough about global warming and plastic in the ocean. How would we like to help?</p> <p><i>Independently write a sequence of sentences to create fiction and non-fiction texts.</i></p> <p><i>Capital letters for names, places, days of the week and the personal pronoun ‘I.’</i></p> <p><i>Some use of exclamation marks.</i></p> <p><i>Some use of question marks.</i></p> <p><i>Use some features of different text types.</i></p> <p><i>Re-read their writing to check it makes sense and make suggested changes.</i></p> <p><i>Use mainly accurate sentence structures.</i></p> <p><i>Use adjectives to describe and add detail.</i></p> <p><i>Use appropriate word choices in relevant context.</i></p> <p><i>Use joining words (conjunctions) ‘and’ to link ideas and sentences.</i></p> <p><i>Write lower case and capital letters in the right direction, right size, starting and finishing at the correct place.</i></p> <p><i>Using –s and –es to form regular plurals correctly.</i></p> <p><i>Use the prefix ‘un’</i></p> <p><i>Add the suffixes –ed, -ing -er and –est to root words.</i></p> <p><i>Spell many previously taught phonemes and GPC’s correctly.</i></p> <p><i>Spell many common exception words.</i></p>
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	<i>starting and finishing in the right place.</i>		
Mathematics	<p>Numbers to 10</p> <p>Part-whole within 10</p> <p>Addition and subtraction within 10 (1)</p> <p>Addition and subtraction within 10 (2)</p>	<p>2d and 3d shape</p> <p>Numbers to 20</p> <p>Addition within 20</p> <p>Subtraction within 20 (2b)</p> <p>Numbers to 50 (2b)</p>	<p>Length and height</p> <p>Weight and volume</p> <p>Multiplication</p> <p>Division</p> <p>Halves and quarters</p> <p>Position and direction</p> <p>Numbers to 100</p> <p>Time</p> <p>Money</p>
Science	<p>Enquiry Question – Who am I?</p> <p>Animals Including Humans</p> <p><i>Rising Stars: Who am I? Human body</i></p> <p>Plants</p> <p><i>Plant seeds and watch plants grow (Plan own unit from across Rising Star and own knowledge)</i></p> <p><i>Use for an investigation – What do plants need to grow?</i></p> <p><i>Deciduous vs evergreen trees</i></p> <p>Seasonal Changes</p> <p><i>Looking at changes in the world around us. What do we notice is different about the school grounds?</i></p> <p><i>How can we spot the change of seasons?</i></p> <p><i>Introducing a day/month/weather chart in the morning including the seasons so we can review this throughout the year.</i></p>	<p>Enquiry Question – How can I create a shadow?</p> <p>Materials</p> <p><i>Rising Stars: Celebrations – Light/Shadow/Diwali –</i></p> <p><i>Children exploring light and dark. How do we create a shadow? Children making their own shadow puppet and performing a puppet show. How can we make shadows bigger and smaller?</i></p> <p>Enquiry Question – How can I use different materials?</p> <p>Materials</p> <p><i>Rising Stars: Holiday</i></p> <p><i>Children exploring basic different materials. How can we use these materials? Experimenting with different ways to keep things frozen. (2b)</i></p> <p>Enquiry Question - How do things around me change over the year?</p> <p>Seasonal Changes – Spring plant hunt to identify different plants related to different seasons. (2b)</p>	<p>Enquiry Question – Who do we share our planet with?</p> <p>Animals Including Humans</p> <p><i>Looking at different animals. Sorting living and non-living things, identifying different ways of classifying animals.</i></p> <p>Plants</p> <p><i>Labelling parts of a plant and flower. Children will grow flowers and take care of them in our school garden.</i></p>

Art & Design

Enquiry Question – *Can I communicate something about myself in a drawing?*

Drawing

Look at portraits by famous artists and create a portrait of themselves.



Enquiry Question - *How can I give back to my community?*

Textile

Work as a class to weave a blanket for a care home.



Enquiry Question -



Printing

Create a class picture using printing of different autumn features e.g., leaves and vegetables in link with Harvest. (Provisional activity with LSA)

Enquiry Question – *Can I use materials in different ways?*

Collage

Can the children collage an animal from the circus? Using magazines and different media to create a collage.

Example of collage art using variation of colours:



Transferring skills into circus related pictures:



Enquiry Question – *How can I use clay*

Children will learn how to smooth a form out of clay. They will explore a range of materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture inspired by *The Enchanted Owl* by Kenojuak Ashevak.

3D Clay

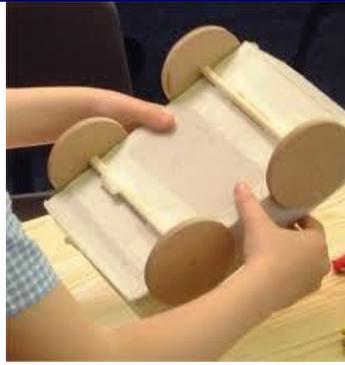


Printing

Children will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of *Untitled 30* the contemporary artist Karen Lederer.



	 <p>Drawing</p> <p>Links to owls – visit from owls</p>		
<p>Computing</p>	<p>Enquiry Question - How do I communicate?</p> <p>Digital Literacy</p> <p><i>Children will develop their knowledge of the keyboard and equipment and then use their skills to type invitations for Heritage Day to parents.</i></p> <p>Data retrieving and organising</p> <p><i>Use spreadsheets and create pictograms to show information about the class. (GD)</i></p> <p><i>-Purple Mash (eye colour, hair colour.)</i></p>	<p>Enquiry Question – How does technology work?</p> <p>Algorithms and programming</p> <p><i>Use Lego Builders to develop plan and create sets of instructions to control different programmes.</i></p> <p>E Safety</p> <p><i>Look at ways that they use technology outside school. Use basic software to create posters to advertise their circus event at the end of term, saving and retrieving their work until it is completed. (2b)</i></p>	<p>Enquiry Question – How do things on a computer move?</p> <p>Digital Images</p> <p><i>Children learn how to manipulate digital images to create different effects.</i></p> <p>Data</p> <p><i>Children practise inputting data to form charts and graphs.</i></p>
<p>DT</p>	<p>Enquiry Question – How do different cultures celebrate?</p> <p>Cooking and Nutrition – Designing and creating food safely for the picnic on Heritage Day.</p> <p>(Body/Healthy elements of Science)</p> <p><i>Healthy packed lunch - beforehand.</i></p>	<p>Enquiry Question – What do I like about toys?</p> <p>Mechanisms – <i>Create a toy that can move. Children using wheels, axels and other methods of moving part to design, create and evaluate their own toy. (2b)</i></p>	<p>Structures</p> <p><i>Children will investigate what needs to be in place so that a structure can remain standing on its own. They will use a range of materials to explore and reason about why The Leaning Tower of Pisa some structures may fall.</i></p>



Textiles

Children will learn how to sew pieces of fabric together to form a pouch. They will be able to name the parts of a needle and may be able to thread it.



Geography

Enquiry Question - Do I live in a town or a village?

The World Around Them

Children to build their understanding of physical and human geography using their local area and school.

Children to know their address and where they live compared to school.

Children to be able to talk about the weather and the seasons and how they occur in the UK.

Use simple field work and observations to study the geography of their school and its grounds, and key human and

Enquiry Question – Where can the circus travel to?

The United Kingdom

Children to understand more about the United Kingdom, including the four countries and some of the main towns and cities through the use of the travelling circus. (including towns in the north and south of the United Kingdom)

The Big Wide World

Children to build their geographical understanding of the wider world by identifying where different animals live, the poles and the continents and oceans.

	<p><i>physical features of its surrounding environment.</i></p> <p>Writing opportunity - Write a list of things in the community, discussing their likes and dislikes.</p>		
History	<p>Enquiry Question - <i>What makes me an individual?</i></p> <p>The History of Me</p> <p><i>Develop understanding of timelines and historical vocabulary using their life as a context.</i></p> <p><i>To retell a familiar story set in the past.</i></p> <p><i>To explain how they have changed since they were born.</i></p> <p>Timeline - <i>what could they do at different stages in life - what can they remember?</i></p> <p>Enquiry Question - <i>What happened in the world before me?</i></p> <p>Life beyond living memory:</p> <p><i>Why do we have Bonfire Night?</i></p> <p><i>Children learning about Bonfire Night and why we celebrate it.</i></p> <p>Writing Opportunity - <i>Children writing the story of Bonfire Night.</i></p> <p><i>How were people in my area affected by WWI and WWII?</i></p> <p>WW1 & 2 - Museum visit - people from Doncaster who fought in the war and their stories.</p>	<p>Enquiry Question – <i>What did people find entertaining in the past?</i></p> <p>History of Toys</p> <p><i>Use toys to develop historical language – old, new and continue to develop chronological understanding.</i></p> <p><i>Children will be able to sort toys from the present and the past and identify the differences between them.</i></p> <p><i>Children will develop their historical enquiry skills through the use of toys and asking questions and giving explanations for the way that things may have been used in the past.</i></p> <p><i>Create a Toy Museum with labels to demonstrate their skills. On display at their parent event.</i></p> <p>Special people – The Queen - <i>To themselves and the world. To understand that we have a Queen that rules Britain. Queen to attend the end of year performance/talent show. (2b)</i></p> <p><i>Additional writing opportunity: Letter to the Queen.</i></p>	<p>Special People – Mary Anning (Past) and David Attenborough (Alive today)</p> <p><i>To appreciate that some famous people have helped our lives be better today – Mary Anning fossils and compare with animals today?</i></p> <p><i>Link to David Attenborough – looking at what he does for animal protection now? Linking to both global citizenship, writing and ICT.</i></p>
Foreign Language			
Music	Introduction to musical elements	Music of the Circus	<p>Music Representations</p> <p>Who was Camille Saint Saens?</p>

	<p>How can sounds be changed?</p> <p><i>Children will be introduced to different musical elements: pulse/ rhythm, duration and tempo, melody/ pitch. They will be able to identify, name and play untuned percussion. Identify different untuned percussion instruments. Children will explore the music and lyrics from Little Mermaid 'Part of your World'</i></p> <p>Composing</p> <p><i>Children will explore musical mood and use untuned percussion or body sounds to create giant sounds, thinking about dynamics. They will make sounds to accompany a story book. Representing these sounds using symbols.</i></p> <p>Performing</p> <p><i>Children will perform in a Christmas performance.</i></p>	<p>What is the significance of circus music?</p> <p><i>Children will learn about music used in the circus. They will explore what performing arts acts are involved in the circus and identify different instruments used in the circus.</i></p> <p>Film Score</p> <p><i>Children will explore instruments and musical mood created from using Greatest Showman 'thinking about how it makes them feel. They will look at music of Stephen Sondheim and Charles Dibdin.</i></p> <p>Performing</p> <p><i>Children will perform a song/ dance the in the celebrating outcomes assembly.</i></p>	<p>Carnival of the Animals: Story, Bird songs, fossils, animal safari, animal representation verbal and non-verbal, Instrumentation – how specific instruments were chosen to represent specific animals, explore music dimensions (fast, slow, high, low etc – in relation to animals.)</p> <p>Composing</p> <p>. They will learn how specific instruments were chosen to represent specific animals, explore music dimensions (fast, slow, high, low etc – in relation to animals.) and then try to recreate these sounds.</p> <p>Performing</p> <p>Children will showcase their music and dance learning through performing arts showcase.</p>
Physical Education	<p>Multi Skills</p> <p>Activ8/Active Fusion</p>	<p>Invasion games</p> <p>Problem solving</p>	<p>Football</p> <p>Athletics</p>
Dance	<p>Learn a routine for a familiar song</p> <p><i>Children will discuss what makes a community and the roles that people can play to create a successful environment.</i></p> <p><i>We will create a word bank to describe how being part of a community makes us feel. Children will explore creating characters that you might find in your community and experiment with body language and vocal changes in speech.</i></p> <p><i>Children will use word bank to create movement and freeze frames to represent</i></p>	<p>What is entertainment?</p> <p><i>Children will discuss different types of entertainment that we are aware of within the performing arts. We will then share what our favourite form of entertainment is.</i></p> <p><i>Children will then take part in a talent show with a scripted panel of judges to build confidence and become comfortable performing in front of others while stimulating children's imagination and creativity.</i></p> <p><i>Children will then learn about the circus and their own personal talents. We will start to create a performance with different elements of dance,</i></p>	<p>Musical Theatre Dance</p> <p><i>Madagascar the musical. Children will recreate characters from Madagascar the musical after researching the musical and all the animal's different personality traits.</i></p> <p><i>Children will then explore how to change and alter their body language dependent on animal and character personality.</i></p> <p><i>Children will then learn a group song and dance using the different animals and be given the chance to give choreography ideas throughout the process.</i></p>

	<p><i>feelings. E.g- Safe, happy, helpful, committed.</i></p> <p>F4R Christmas concert prep</p>	<p><i>movement and drama to 'the greatest show' to perform in a key stage assembly.</i></p>	
PSHE	<p>JIGSAW</p> <p>Being me in my world Celebrating Differences</p>	<p>JIGSAW</p> <p>Dreams and Goals Healthy Me</p>	<p>JIGSAW</p> <p>Relationships Changing Me</p>
Religious Education	<p>Enquiry Question - What do people in the world celebrate?</p> <p>Expressing/ Living - Self</p> <p><i>Consider the importance and value of celebration and remembrance in children's own lives.</i></p> <p><i>Share information about their own religions.</i></p> <p>Celebrations - Understand the meaning of Christmas</p> <p><i>Celebrations, Harvest, Noah's Ark, Diwali, Hannuka, Christmas</i></p>	<p>Enquiry Question – What symbols represent different religions?</p> <p>Believing - Christianity Learn about Christian beliefs, traditions and stories.</p> <p><i>Christian symbols, stained glass windows, features of a church, hymns, labelling a mosque, labelling a synagogue, the Easter Story.</i></p> <p>Understand the Easter Story (2b)</p>	<p>Enquiry Question – What stories are important to different religions?</p> <p>Y1 What does it mean to belong to a faith community?</p>
Global Citizenship	<p>Enquiry Question – What can we learn from older generations?</p> <p>Sense of Identity and Self-Esteem</p> <p><i>Awareness of self and own uniqueness.</i></p> <p><i>Sense of self-worth and the worth of others – we are all equal.</i></p> <p>Purposeful project: Working together as a class</p> <p>What is difference and diversity? <i>Willingness to listen to the ideas of others.</i></p> <p>Enquiry Question - How can we protect our community?</p>	<p>Enquiry Question – Should animals be in the circus?</p> <p>Purposeful project: Animals at the circus.</p> <p><i>Is it fair that animals are used as entertainment? How are they used? Do they think it is fair/unfair? What can they do to tell others? How can they make a difference? What do we know now? How have things changed over time? (2b)</i></p> <p>Enquiry Question – How can we protect the planet?</p> <p>Sustainability – Looking at plastic that ends up in the ocean. What do we think about this? How does it happen? What can we do to prevent this? Children exploring different materials to help them create a barrier to</p>	<p>Enquiry Question – Why is the planet changing?</p> <p>Purposeful project: Looking after the planet</p> <p><i>The polar regions – What is happening to the ice where the penguins live? What have we done to cause it? What can we do to help? The link with David Attenborough could still occur and they could tell him what they are doing to stop global warming.</i></p> <p>Sustainability - Possibility of change in the future. The children talking about how they can help the world in the future? Can they develop their knowledge of protecting the animals in the wild? How can</p>

	<p>Sustainability</p> <p><i>How to take care of the local environment. Linked with trip to Sandall beat Woods.</i></p> <p><i>Appreciation and care for looking after things in the environment – litter pick.</i></p>	<p><i>stop/prevent or remove plastic from the ocean.</i></p>	<p><i>they do their bit to protect the planet?</i></p>
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