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| Week | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Key Question | | Why should we Remember? | | | | | | | |
| School Value | | Persevere, don’t give up | | | | | | | |
| Links to careers | | historian, teacher, artist, designer, scientist, actor, author, inventor, tailor | | | | | | | |
| Enrichment opportunities | | 31st and 2nd visit to Good Taste to explore fabric products as inspiration for stocking designs. | Assembly from Corey’s dad with military artefacts. | Visit to Good Taste to look at textiles and products. |  |  | 5th Performance  8th Panto | 13th class parties, Christmas lunch.  14th FOBs disco |  |
| SMSC Links | | 5th November Bonfire Night | 11th November Remembrance Day | 12th November  Diwali  17th November Children in Need (PJ party) | Friendship Week | 30th November St Andrew’s Day  National Tree Week | 3rd First Sunday of Advent  8th Christmas Jumper Day |  |  |
| British Values | | Individual liberty | | | | | | |  |
| Themed days | |  |  | Diwali 13.11.23  **Know about and understand religions and world views:**   * Know the ideas   associated with light (goodness and hope) for Hindus (and Sikhs) during Diwali. A1 A3   * Know that Diwali is   the Hindu ‘festival of lights’ and celebrates the New Year.   * Know some of the   symbols of Diwali. A3  **Express ideas and insights into religious and world views:**   * Understand that the   story of Rama and Sita tells us that light triumphs over dark, and good over evil. B2 B3   * Know the ideas   associated with light and compare it to other world religions. B1 B2 B3   * Understand why   Lakshmi is honoured during Diwali. B1 B2  **Gain and deploy the skills for learning from religious and world views:**   * Think about your   own feelings of goodness and hope. C1 C2 C3 |  | St Andrew’s Day 30.11.23   * Who was St Andrew? * Why is he the patron saint of Scotland?   [BBC iPlayer - My First Festivals - Series 2: 10. St Andrew’s Day](https://www.bbc.co.uk/iplayer/episode/m00122ff/my-first-festivals-series-2-10-st-andrews-day) | Christmas 4.12.23  **Know about and understand religions and world views:**   * Know and retell   the story of Christmas. A1 A2   * Understand that   the Christmas Story tells us about God’s special gift to the world. A3   * Know the ideas   associated with light (goodness and hope). A1 A3   * Understand why   Jesus is considered to be the light of the world. A1 A3  **Express ideas and insights into religious and world views:**   * Understand that   the Christmas Story tells us about God’s special gift to the world. B2 B3   * Know the ideas   associated with light (goodness and hope). B1 B2 B3   * Understand why   Jesus is considered to be the light of the world. B1 B2  **Gain and deploy the skills for learning from religious and world views:**   * Think about the   most important gift that you have ever given/received.  C1 C2   * Understand why   Jesus is considered to be the light of the world. C2   * Think about your   own feelings of goodness and hope. C1 C2 C3 |  |  |
| Themed assemblies | |  | **Historical Knowledge**  I can use simple sources to answer questions, including handling the source. | **Do you know more about Diwali?** | **Friendship Week**  How can I be a good friend? | **Do you know more about St Andrew’s day?** | **Do you know more about story of Christmas?** |  |  |
| **Golden Thread**  **Forest School** | | **Seasonal change**  **Y1** & **Y2**  Observe seasonal and daily weather patterns. Observe change to class tree and, for Y2s, use prior knowledge of seasonal weather patterns to predict how the tree will change in the coming weeks. | **Science**  **Everyday Materials**  **Y1**  Distinguish between an object and from the material which it is made.  **Everyday Materials**  **Y2**  **Revisit** naming everyday materials and describing the physical properties of a variety of everyday materials. | **Science**  **Everyday Materials**  **Y1**  Identify and name a variety of everyday materials.  **Everyday Materials**  **Y2**  Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. | **Science**  **Everyday Materials**  **Y1**  Describe the physical properties of a variety of everyday materials.  **Everyday Materials**  **Y2**  Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. | **Science**  **Working scientifically**   * Asking simple   questions and recognising that they can be answered in different ways.   * Observing   closely using simple equipment.   * Performing   simple tests.   * Gathering and   recording data to help in answering questions. | **Science**  **Working scientifically**   * Asking simple   questions and recognising that they can be answered in different ways.   * Observing closely   using simple equipment.   * Performing simple   tests.   * Gathering and   recording data to help in answering questions. |  |  |
| **Art & Design**  **Skills (The ability to do something well)**  Drawing: I can observe closely from reality. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen. | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen.  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen.  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately. | **Art & Design**  **Skills (The ability to do something well)**  Sewing: I can use a basic stitch to join materials I have chosen.  **Techniques (Carrying out and executing artistic tasks)**  I can express my own ideas in this form, as well as consider decorative techniques.  Control: I use materials and tools safely, learning to control them accurately.  **Record and evaluate**  I can review my work and decide how well I have achieved what I set out to achieve. |  |  |
| **WEEK** | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **National Curriculum KS1** | |  | | | | | |  |  |
| **Substantive Knowledge** | |  | **To know** | **To know**  **See above on themed days section.** | **To know**  **The difference between showing friendship and being unfriendly.** | **To know**  **The tradition behind the celebration of saint’s days.** | **To know**  **The significance of light and gifts in the Christmas story.** |  |  |
| **Key vocabulary** | | All children: Rama, Sita, Lakshmi, Monkey King, Ravana, diva, light, dark, Diwali, goodness, evil, celebration  Friend, kindness, help, Scotland, St. Andrew, Christmas, gift, Light of the World, Bethlehem,    Some children: Hanuman, Hindu, Sikh, temple, community, symbols, loyalty, reflection, Saltire, Magi, gold,  Frankincense, Myrrh, Nativity | | | | | |  |  |
| **Disciplinary skills** | **KS1** |  | **To use skills of comparison with other religions.**  **(ideas of light and the things it symbolises)**  **To retell a significant religious story.** |  | **To use**  **and develop skills of understanding the needs of others (emotionally and practically)** | **To use**  **identification skills when studying flags and their symbolism.**  **Use comparison skills to compare other saint’s flags** | **To use skills of comparison and contrast to think about other religions alongside Christianity, which use the theme of light to celebrate hope and goodness.** |  |  |
| **Y1** | **Identify, observe and describe.** | | | | | |  |  |
| **Y2** | **Describe, compare and contrast, reason** | | | | | |  |  |
| **Key Stage 1** | | **Lesson:** | **Lesson:** | **Lesson:**  **Key q:**  **Do you know more about Diwali?**  <https://www.bbc.co.uk/iplayer/episode/m001dhdl/jojo-gran-gran-series-2-autumn-1-its-time-to-celebrate-diwali>  Show this to introduce aspects of celebration.  Read story of Rama and Sita.  (Big books in school) or own version or use  <https://www.bbc.co.uk/teach/ks1-religious-studies/zmtvwty>  Make rangoli patterns with rice, beads or pasta.  Make clay Divas.  Make mendhi patterns.  Draw pictures of fireworks.  Draw out the symbolism of light within the story and the celebration of Diwali. (Write messages of hope and light for peers and families) | **Lesson:**  **Key q:**  **Do you know how to be a good friend?**  **Explore scenarios via drama and stories where children can discuss characteristics of practical friendship and what it feels like.** | **Lesson:**  **Key q:**  Can you identify the flag of St. Andrew and do you know his story?  <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-standrews>  Watch this film to find out about how St. Andrew's Day is celebrated in Scotland.  <https://www.youtube.com/watch?v=AWdBKC7j6kU>  Watch this for the story of St. Andrew and the flag.  Explore the symbols of Scotland e.g. thistle, Saltire and tartan plaid. | **Lesson:**  Key q:  Do you know more about the story of Christmas and its symbols?  <https://app.discoveryeducation.co.uk/learn/player/71dc5c5b-fce9-4df4-b1a9-d63ad940dbf2>  This is the espresso animation of the Biblical Christmas story. Use it to explore the sequence of events and symbols of light and gifts.  Make a stable scene.  Design gift wrapping.  Draw as many sources of light as you can and compare them within the context of Diwali and Christmas.  Design simple Christmas decorations.  BBC Bitesize and CBeebies have many short films on ways of celebrating Christmas. | Y1  To share their fluency of knowledge about light within the two religions of Hinduism and Christianity.  Y2  To share their fluency of knowledge about the symbolism used in the stories of Rama and Sita and The Biblical story of the Nativity. |  |