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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 | | | | | | | |
| 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 | Friendship Week  Road Safety Week (done in Aut 1?) | 30th November St Andrew’s Day | 4th First Sunday of Advent – decorate classrooms and have themed day?  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? | Christmas 5.12.23  **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** | | **The lives of significant individuals who have contributed to national and international events & achievements**   * I can name some significant individuals and say why they are important (Guy Fawkes).   **Chronology**   * I can give simple reasons for events in the past. – Why do we celebrate Bonfire Night? – Why do we commemorate Remembrance? * I can recount episodes from the past – Bonfire Night – Armistice Day * I can use simple historical terms * I can put areas I have studied in order. | | | | | | | END POINT |
| **Substantive Knowledge** | | **To know the events of the Gunpowder Plot.** | **To know what Remembrance Day is.** |  |  |  |  |  |  |
| **Key vocabulary** | | Guy Fawkes, King James I, Bonfire Night, Houses of Parliament, London, Remember, Remembrance Day  Catholic, Protestant, plot, captured, represent, celebrate, commemorate, conflict | | | | | | |  |
| **Disciplinary skills** | **KS1** | **To understand why we celebrate Bonfire Night.** | **To understand why we commemorate Remembrance Day.** |  |  |  |  |  |  |
| **Y1** | **Identify, observe and describe.** | | | | | |  |  |
| **Y2** | **Describe, compare and contrast, reason** | | | | | |  |  |
| **Key Stage 1** | | **Lesson:**  **Key q:**  **What was the Gunpowder Plot and why did it happen?**  Share the events of the Gunpowder Plot.  [History KS1 - 1. Why did The Gunpowder Plot happen? - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/history-ks1-why-did-the-gunpowder-plot-happen/zv462v4)  Link to English planning:  Purpose: to explain.  Why did the Gunpowder Plot happen?  What happened during the Plot?  What happened after the Plot? | **Lesson:**  **Key q:**  What is Remembrance Day and why do we commemorate it?  [Remembrance Day - CBeebies - BBC](https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-remembrance-day)  As you watch the video collect adjectives to describe how it would feel to be alive during WWII.  [CBeebies | Poppies animation - YouTube](https://www.youtube.com/watch?v=pv_ub7Be7oA)  Link to English planning:  Purpose: to entertain. |  |  | **Revisit the Gunpowder Plot during morning work retrieval activity.** | **Revisit Remembrance during morning work retrieval activity.** | **Lesson:**  Complete knowledge organiser with missing parts to retrieve prior knowledge. | Y1  To share their fluency of knowledge about the events of Bonfire Night, Guy Fawkes and why we commemorate Remembrance Day.  Y2  To share their fluency of knowledge about the reasons for celebrating Bonfire Night, the motives of Guy Fawkes and why we commemorate Remembrance Day. |