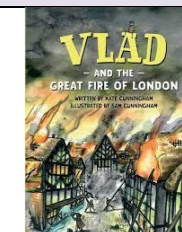


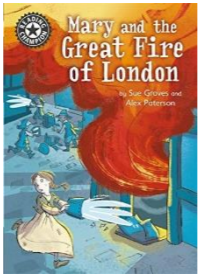
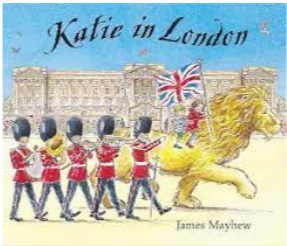


Year 1 - Spring Term 1 Explore and Enquire MTP

Theme: Fire Fire!
Driver: History

The Big Question: What happened on pudding lane?


Reading for Pleasure Class Novel: Vlad and the Great Fire of London
by Kate Cunningham








	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Weekly question:	What was The Great Fire of London?	Where did the fire start?	How do we know what The Great Fire was like?	Who was Samuel Pepys?	What was it like living through The Great Fire?	How did the fire change London?		
English	<p>Unit: Diary entries</p> <p>Supporting Text: Toby and The Great Fire of London Margaret Nash & Jane Cope</p> <p>NC Link: Handwriting:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters <p>Writing – composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Writing – Vocabulary, grammar, and punctuation.</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Spelling:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words 	 <p>Unit: Postcards</p> <p>Supporting Text: Katie in London by James Mayhew.</p> <p>NC Link: Handwriting:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters <p>Writing – composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Writing – Vocabulary, grammar, and punctuation.</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Spelling:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words <p>Reading comprehension –</p> <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns, and listening to what others say • Clearly explain their understanding of what is read to them. 	 <p>Unit: Fact file</p> <p>Supporting Text: The Great Fire of London, Emma Adams</p> <p>NC Link: Handwriting:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters <p>Writing – composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Writing – Vocabulary, grammar, and punctuation.</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Spelling:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words <p>Reading - comprehension</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart 	 <p>Curriculum Link – Geography: Lets explore London History: What happened on Pudding Lane?</p>	<p>Curriculum Link – Geography: Lets explore London History: What happened on Pudding Lane?</p>	<p>Curriculum Link – Geography: Lets explore London History: What happened on Pudding Lane?</p>		
								




	Enrichment	<p>Launch: Making a Tudor house</p> <p>Media/Visual Literacy: https://www.museumoflondon.org.uk/schools/learning-resources/fire-fire-tour Interactive museum tour of The Great Fire of London. https://www.museumoflondon.org.uk/schools/interactive-sessions Interactive live lessons. London's Burning song</p> <p>Visits/Visitors: Enrichment workshop. Visit Emergency Services Museum in Sheffield</p>						
	SPAG Focus	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.	

Maths	<p>Unit: Place Value within 20 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p> <p>NC Link: Represent and use number bonds and related subtraction facts within 20. Add and subtract 1- and 2-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = __ - 9$. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1- and 2-digit numbers to 20, including zero.</p>	<p>Unit: Place Value within 20 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p> <p>NC Link: Recognise and name common 3-D shapes, for example cuboids (including cubes), pyramids and spheres. Recognise and name common 2-D shapes, for example rectangles (including squares), circles and triangle.</p> <p>Curriculum Link - History: What happened on Pudding Lane?</p>	<p>Unit: Place value within 20 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p> <p>NC Link: Compare, describe and solve practical problems for length and height, for example long/short, longer/shorter, tall/short, double/half. Measure and begin to record length and height.</p>	<p>Unit: Addition and subtraction within 20 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Related facts Step 10 Missing number problems</p> <p>NC Link: Compare, describe and solve practical problems for length and height, for example long/short, longer/shorter, tall/short, double/half. Measure and begin to record length and height.</p>	<p>Unit: Addition and subtraction within 20 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Related facts Step 10 Missing number problems</p> <p>Number and place value: Numbers to 40. Lesson 1 – counting to 40 Lesson 2 – writing numbers to 40 Lesson 3 – counting in tens and ones. Lesson 4 – Comparing numbers.</p> <p>NC Link: Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. Identify and represent numbers using objects and pictorial representations including the number line. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p>Unit: Addition and subtraction within 20 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Related facts Step 10 Missing number problems</p> <p>NC Link: Given a number, identify one more and one less. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p>	
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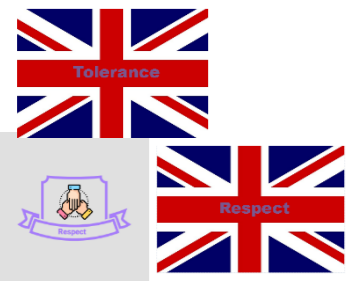
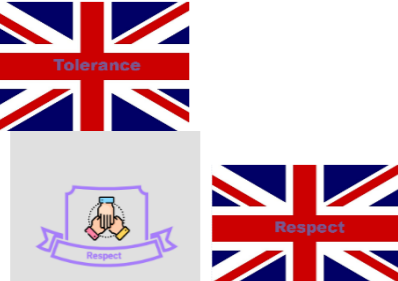





Science	<p>Unit: Everyday Materials</p> <p>What materials are there?</p> <p><u>Objective: I can identify and name different materials.</u></p> <p><u>Lesson:</u> To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name</p>	<p>Unit: Everyday Materials</p> <p>What are things made of?</p> <p>Objective – I can tell the difference between an object and the material it is made from.</p> <p>Lesson: To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from</p>	<p>Unit: Everyday Materials</p> <p>How can we describe what materials are like?</p> <p>Objective: I can describe the properties of everyday materials.</p> <p>Lesson: To distinguish between an object and the material from which it is made by looking and touching different materials</p> <p>Curriculum link – Art: Texture</p>	<p>Unit: Everyday Materials</p> <p>Question: How can we test what materials are good for?</p> <p><u>Objective:</u> I can identify which materials have certain properties.</p> <p><u>Lesson:</u> To describe the simple physical properties of a variety of everyday materials by testing different objects.</p> <p>Curriculum Link - History: What happened on Pudding Lane?</p>	<p>Unit: Everyday Materials</p> <p>Question: What material would be best for making an umbrella?</p> <p><u>Objective: I can watch closely. I can test different materials</u></p> <p><u>I can use what I have learnt to make a decision.</u></p> <p><u>Lesson:</u> To observe closely by watching what happens to teddy. To perform simple tests to find out which material would be suitable to make an umbrella from. To use their observations and ideas to suggest answers to questions by deciding which materials would be suitable to make an umbrella from.</p>	<p>Unit: Everyday Materials</p> <p>How can we group materials?</p> <p><u>Objective: I can sort objects by their properties.</u></p> <p><u>Lesson:</u> To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects</p>	<p>Unit: Everyday Materials</p> <p>Consolidation</p>
	<p>Unit: Programming A Objective: Buttons</p>	<p>Unit: Programming A: Objective: Directions</p>	<p>Unit: Programming A Objective: Forwards and backwards</p>	<p>Unit: Programming A Objective: Four Directions</p>	<p>Unit: Programming A Objective: Getting there</p>	<p>Unit: Programming A Objective: Routes</p>	
Computing	<p>NC link:</p> <p>KS1 Computing</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content <p>KS1 Art and Design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space 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>Geography</p>				<p>Unit: Let's explore London.</p> <p><u>Lesson: What are the names of the four countries of the uk?</u> <u>Name and locate the 4 countries of the UK and London</u> Using atlas's and world maps.</p> <p>NC Link: Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> 	<p>Unit: Let's explore London</p> <p><u>Lesson: To be able to identify and describe landmarks of London.</u></p> <p>NC Link: Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Curriculum Link: History: What happened on Pudding Lane?</p>	<p>Unit: Let's explore London</p> <p><u>Lesson: To be able to use compass points and positional direction to navigate between London landmarks.</u></p> <p><u>London now – human and physical features.</u></p> <p>NC Link: use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Unit: Let's explore London</p> <p><u>Lesson: Comparing London and Rio</u> NC Link: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Unit: Let's explore London</p> <p><u>Lesson: To be able to identify and describe a variety of geographical features in London.</u> NC Link: use simple compass directions (North, South, East, and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and planperspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Unit: Let's explore London</p> <p><u>Lesson: Devise a simple map of pudding lane now.</u> Looking at aerial photographs NC Link: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and planperspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Curriculum Link: History: What happened on Pudding Lane?</p>	
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History	<p>Unit: The Great Fire of London</p> <p>Lesson: Chronology timeline of Great Fire of London_ What happened on Pudding Lane?</p> <p>NC Link: -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]. _They should know where the people and events they study fit within a chronological framework</p> <p>Curriculum link – Geography: Let’s explore London</p>	<p>Unit: The Great fire of London</p> <p>Lesson: How did the Great Fire start? What was the cause?</p> <p>NC Link: -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]. -Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Curriculum link – Geography: Let’s explore London</p>	<p>Unit: The Great fire of London</p> <p>Lesson: Who was Samuel Pepys? Why was he significant?</p> <p>NC Link: -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]. -the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Curriculum link – Geography: Let’s explore London</p>	<p>Unit: The Great Fire of London</p> <p>Lesson: Childhood – Comparing a Day in the life of a child in 1666 to today?</p> <p>NC Link: -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]. -identify similarities and differences between ways of life in different periods</p> <p>Curriculum link – Geography: Let’s explore London</p>	<p>Unit: The Great fire of London</p> <p>Lesson: Life and death – How many people died in the fire? Fire safety?</p> <p>NC Link: -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].</p> <p>Curriculum link – Geography: Let’s explore London</p>	<p>Unit: The Great Fire of London.</p> <p>Lesson: What was the consequence of the Great Fire? How did it effect London? What changes were made that are used today?</p> <p>NC Link: -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]. -identify similarities and differences between ways of life in different periods</p> <p>Curriculum link – Geography: Let’s explore London</p>					
											
											
											
											

Music	<p>Charanga Unit: In the groove</p> <p>Listen and appraise - Joanna Mangona How Blue Can You Get - B.B. King</p> <p>a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song In The Groove.</p> <p>Sing the song.</p>	<p>Charanga Unit: In the groove</p> <p>Listen and appraise - In The Groove – Joanna Mangona How Blue Can You Get - B.B. King</p> <p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts</p> <p>Sing the song and play instrumental parts within the song</p>	<p>Charanga Unit: In the groove</p> <p>Listen and appraise - In The Groove – Joanna Mangona Livin’ La Vida Loca - Ricky Martin</p> <p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise (optional extension activities for improvisation)</p> <p>Sing the song and improvise using voices and/or instruments within the song</p>	<p>Charanga Unit: In the groove</p> <p>Listen and appraise - In The Groove – Joanna Mangona Jai Ho - J.R. Rahman</p> <p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose</p> <p>Sing the song and perform composition(s) within the song</p>	<p>Charanga Unit: In the groove</p> <p>Listen and appraise - In The Groove – Joanna Mangona Lord Of The Dance - Ronan Hardiman</p> <p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song</p> <p>Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Charanga Unit: In the groove</p> <p>Listen and appraise - n The Groove – Joanna Mangona Diggin’ On James Brown - Tower of Power</p> <p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: Play instrumental parts. Improvise option (optional extension activities for improvisation). Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> <p>Prepare for the end-of-unit performance</p>
	<p>Unit: Multi-skills and FMS</p> <p><u>Lesson:</u> Week 1 – Ball Skills throwing, catching, finding space, changing direction, counting</p>	<p>Unit: Multi-skills and FMS</p> <p><u>Lesson:</u> Week 2 – Movement and Finding Space finding space, changing speed, turning, jumping, catching, throwing</p>	<p>Unit: Multi-skills and FMS</p> <p><u>Lesson:</u> Week 3 – Teamwork working with a partner, throwing, catching, keeping score</p>	<p>Unit: Multi-skills and FMS</p> <p><u>Lesson:</u> Week 4 – Balance bean bags, gymnastic benches and frames, body parts and points of balance</p>	<p>Unit: Multi-skills and FMS</p> <p><u>Lesson:</u> Week 5 – Success tagging, chasing, scoring, enjoying, racing</p>	<p>Unit: Multi-skills and FMS</p> <p><u>Lesson:</u> Week 6 – Game learning to throw by playing a modified version of a sport, finding space, changing direction, running, jumping</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">PE</p> <p>NC link: The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 					

	Art	<p>Texture Lo - What is Texture?</p> <p>NC Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products</p> <p>Curriculum link – Science: everyday materials</p>	<p>Texture Lo - How do artists use texture? (Tony Marsh)</p> <p>NC Link: 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>Curriculum link – Science: everyday materials</p>	<p>Texture Lo - Can you make a textured surface?</p> <p>NC Link: 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. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products</p> <p>Curriculum link – Science: everyday materials</p>				
	D.T							<p>Futuristic Fire Engine <u>Can I research a fire engine?</u> (School trip to Museum of emergency services)</p>
			<div style="border: 1px solid black; width: 50px; height: 50px; margin: auto;"></div>					

<p style="text-align: center;">RE</p>	<p>Unit: Easter and Surprises-Why is Easter such an important time for Christians? Palm Sunday I can explain why Palm Sunday is important to Christians. NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> 	<p>Unit: Easter and Surprises-Why is Easter such an important time for Christians? Maundy Thursday I can explain what happened on Maundy Thursday NC Link: Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as goodness, kindness.</p> 	<p>Unit: Easter and Surprises-Why is Easter such an important time for Christians? Good Friday I can explain why the cross is an important symbol for Christians. • Pencils • NC Link: Retell and suggest meanings to some religious and moral stories Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. Pupils think about the behaviour shown by the characters in the stories e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving, worshipping, being changed and explore some of these characteristics creatively.</p> 	<p>Unit: Easter and Surprises-Why is Easter such an important time for Christians? Surprises I can explain what a surprise is NC Link: Retell and suggest meanings to some religious and moral stories Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. Pupils think about the behaviour shown by the characters in the stories e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving, worshipping, being changed and explore some of these characteristics creatively.</p> 	<p>Unit: Easter and Surprises-Why is Easter such an important time for Christians? Easter Sunday I can explain how the disciples felt on Easter Sunday NC Link: Pupils retell (for example through drama or in pictures), different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories. Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament.</p> 	<p>Unit: Easter and Surprises-Why is Easter such an important time for Christians? 6. How is Easter Celebrated? I can explain how Christians celebrate Easter. NC Link: Pupils retell (for example through drama or in pictures), different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories. Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament.</p> 	
<p style="text-align: center;">PSHE</p>	<p>Unit: Dreams and goals. Lesson: Stay motivated when doing something challenging. My treasure chest of success.</p>	<p>Unit: Dreams and goals Lesson: Keep trying even when it is difficult. Steps to goals.</p>	<p>Unit: Dreams and goals Lesson: Work well with a partner or in a group. Achieving together: Dream wellies.</p>	<p>Unit: Dreams and goals Lesson: Have a positive attitude. Stretchy learning: Stretchy flowers.</p>	<p>Unit: Dreams and goals Lesson: Help others to achieve their goals. Overcoming obstacles.</p>	<p>Unit: Dreams and goals Lesson: Are working hard to achieve their own dreams and goals. Celebrating my success – Assessment opportunity.</p>	
	<p>NC Links, knowledge and skills:</p> <ul style="list-style-type: none"> - Set simple goals - Speak about something that they can do well. - Set goals and work out how to achieve them. - Understand how to learn the best. - Understand how to work well with a partner. - Celebrate my partners achievements. 			<ul style="list-style-type: none"> - Take on new challenges and understand this may stretch learning. - Understand how I can feel when I am faced with a new challenge. - Identify obstacles with make it more difficult to achieve my new challenge and can work out how to overcome them. - To know how I feel when I see obstacles and how I feel when I overcome them. - To understand how I feel when I succeeded in a new challenge and how I celebrate it. - To store the feelings of success in my internal treasure chest. 		