

HALF TERM CURRICULUM PLAN

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| Term: Summer 2 | | Topic: All creatures great and small | | | | | | |
| Super Starter (Wow moment): Animal visit | | Fabulous Finish: Final Showcase and Reception Graduation | | | | | | |
| Reception: How do animals survive? | | | | | | | | |
| Year 1: | | | | | | | | |
| Key Text: | Week 1 w/b 3/6/24 INSET: 3/6/24 | Week 2 w/b 10/6/24 | Week 3 w/b 17/6/24 | Week 4 w/b 24/6/24 | Week 5 w/b 1/7/24 | Week 6 w/b 8/7/24 | Week 7 w/b 15/7/24 | Week 8 22/7/24 |
| Personal, Social and Emotional Development | <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Talk to children about our school rules and the importance of looking out for each other. Link to My PB and being honest. See MY PB cards for support.</p> <p>Responding to people in a friendly way.</p> <p>Maintain control of feelings – Talk about different opinions we ache have.</p> <p>Adapting to change in routine – Linked to transition and other events that happen in this half term.</p> | <p>Show sensitivity to their own and to others' needs.</p> <p>Give children opportunities to be able to be kind to each other. Respect each other and listen. Circle time games to support this and to begin to talk about transition.</p> | <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Talk about the importance of sharing feelings. Create a feelings box. Thinking of the times ahead with transition children to be able to write worries down and be honest about how they feel. Talk about a range of feelings and what happens when they feel that way.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Plan, do and review activities. Encourage children to plan their activity and discuss what they would like the outcome to be.</p> | <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Link to parent PE showcase.</p> | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Following two, three-part instructions effectively. Encourage children to listen carefully and not rush to get to the first instruction</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Link to transition activities.</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Link to transition activities.</p> |
| Communication and Language | <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>Linking to the animals that have been brought into school. Asking</p> | <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems When appropriate.</p> | <p>I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p>I can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling</p> | <p>I can make comments about what they have heard and ask questions to clarify their understanding. Linking to their parental sports showcase. Developing</p> | <p>I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | <p>I can express my ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling</p> | <p>I can express their ideas and feelings about their experiences using full sentences, including use of</p> |

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| | appropriate questions to develop their understanding. | Rhymes to support with learning animal facts. | Children to ask questions based on the non-fiction books read in class to develop their ideas for their fact files. | and support from their teacher. | an understanding of how their body works. | | and support from their teacher. Talk about the future and link to transition. | past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Link to transition |
| Physical (Fine motor) | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Link to handwriting and pen disco. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Link to handwriting and pen disco. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Link to handwriting and pen disco. | Use a range of small tools, including scissors, paintbrushes and cutlery. | Use a range of small tools, including scissors, paintbrushes and cutlery. | Begin to show accuracy and care when drawing. | Begin to show accuracy and care when drawing. | Begin to show accuracy and care when drawing. |
| Physical (Gross motor) Athletics Key values: Honesty Courage Year 1: Athletics | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Sprint 30m Year 1 - Athletics <ul style="list-style-type: none"> Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Jump for height 5- 9cm Jump for distance 30-59cm Year 1 - Athletics <ul style="list-style-type: none"> Leap hurdles 30m within 11-8 secs Overarm throw 10-19m Run for longer distance 200m within 1:45-1:31 Participate in Sports day | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Jump for height 5- 9cm Jump for distance 30-59cm Year 1 – Atheltics Continue to practise athletics skills. <ul style="list-style-type: none"> Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Leap hurdles 30m within 16-12secs Year 1 – Atheltics Continue to practise athletics skills. <ul style="list-style-type: none"> Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Overarm throw Chest pass Year 1 – Atheltics Continue to practise athletics skills. <ul style="list-style-type: none"> Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Overarm throw Chest pass Year 1 – Atheltics Continue to practise athletics skills. <ul style="list-style-type: none"> Children will be taught how to use their bodies to: Sprint 30m within 9-6seconds | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Run for longer distance Year 1 – Atheltics <ul style="list-style-type: none"> Children to participate in a range of athletics activities. | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will be taught how to use their bodies to: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children to recap skills learnt over the half term. |

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| My Personal Best Focus. Healthy me... | Honesty | Honesty | Honesty | Courage | Courage | Courage | Courage | Courage |
| Reading | <p>Other books from Julia Donaldson Animal stories by Julia Donaldson RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Other books from Julia Donaldson RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Other books from Julia Donaldson RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Other books from Julia Donaldson RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Other books from Julia Donaldson RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>Other books from Julia Donaldson RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>RWI groups as planned</p> <p>(Word reading) Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> |
| Writing Year One | | | | <p><i>*Animal poetry – what am I? riddles</i> Animal stories by Julia Donaldson T4W immersion</p> | <p>T4W Immersion continued Children to learn the story Monkey Puzzle</p> | <p>T4W Innovation Children to plan and write a simple innovation of the story Monkey Puzzle. *Use adverbs and expanded noun phrases to add detail and specify.</p> | <p>T4W Invention Children to write their own story about a lost animal. Write their own story about an animal. Teach apostrophes: *Sometimes use apostrophes for singular possession. *Use apostrophes for the most common contracted words</p> | <p>Children to write about their best bits of year one to share with their new teacher.</p> |

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| Writing Reception | <p>Science I can write recognisable letters, most of which are correctly formed.</p> <p>Alphabet animals – Name letters of the alphabet.</p> | <p>Science I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Build an animal home. Talk about its purpose. Write a set of instructions on how you made it.</p> | <p>Science Write simple phrases and sentences that can be read by others.</p> <p>Write a fact file about an animal they have learnt about.</p> | <p>T4W The Monkey Puzzle</p> <p>Talk for writing week 1 Outcome: I can retell a simple story Skill: Write simple phrases and sentences that can be read by others.</p> <p>Use story map to retell the story. Focus on key vocabulary. (See story card in bumper book) Acting out the story. Hot seating characters. Character description of the characters in the story.</p> | <p>T4W Talk for writing week 2 Outcome: Skill: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Boxing up the story</p> <p>Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking.</p> <p>Sequence the story in the correct order.</p> | <p>T4W Talk for writing week 3 Outcome: I can write a simple story. Skill: Write short sentences with words with known letter sound correspondences using capital letter and full stop.</p> <p>Write the story of the 'The little red hen' LA – Writing CVC words. MA – Simple sentences. HA – Simple sentence/Innovation of the story.</p> | <p>Write a letter- Outcome: I can write a simple letter. Skill: Write short sentences with words with known letter sound correspondences using capital letter and full stop. Link to transition write a letter to your new teacher.</p> | <p>Activities linked to transition</p> |
| Mathematics Year One | <p>Number: place value (within 100) <i>Count from 50 to 100</i> <i>Tens to 100</i> <i>Partition into tens and ones</i></p> | <p>Number: place value (within 100) <i>The number line to 100</i> <i>1 more, 1 less.</i> <i>Compare numbers with the same number of tens.</i> <i>Compare any two numbers.</i></p> | <p>Number: place value (within 100) <i>Compare any two numbers.</i></p> <p>Measurement: money <i>Unitising</i> <i>Recognise coins</i> <i>Recognise notes</i> <i>Count coins</i></p> | <p>Measurement: money <i>Unitising</i> <i>Recognise coins</i> <i>Recognise notes</i> <i>Count coins</i></p> | <p>Measurement: time <i>Before and after</i> <i>Days of the week</i> <i>Months of the year</i> <i>Hours, minutes and seconds</i> <i>Tell the time to the hour</i></p> | <p>Measurement: time <i>Before and after</i> <i>Days of the week</i> <i>Months of the year</i> <i>Hours, minutes and seconds</i> <i>Tell the time to the hour</i></p> | <p>Consolidation Consolidate maths learning with a range of problem solving activities linked to assessment.</p> | <p>Consolidation Consolidate maths learning with a range of problem solving activities linked to assessment.</p> |
| Mathematics Reception | <p>I can have a deep understanding of how quantities can be distributed equally.</p> <p>Sharing</p> | <p>I can have a deep understanding of how quantities can be distributed equally.</p> <p>Grouping</p> | <p>I can explore and represent patterns within numbers up to 10, including of evens and odds.</p> <p>Even and odd sharing Play with and build doubles</p> | <p>I can verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Identify units of repeating patterns. Create own pattern rules Explore own pattern rules</p> | <p>I can verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build</p> | <p>I can verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> | <p>I have a deep understanding of number to 10, including the composition of each number.</p> <p>Consolidation</p> | <p>I can explore and represent patterns within numbers up to 10,</p> <p>Consolidation</p> |
| Understanding the World | <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>Children will explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> | <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>Discussing animal habitats and where they are in the world (cold and hot parts of the world) Understand the effect of changing seasons on the</p> | <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants. Discussing animal habitats and where they are in the world (cold and hot parts of the world) Understand the effect of changing seasons on the natural world around them.</p> | <p>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories. Link to the story of the Money Puzzle.</p> | <p>I know similarities and differences between the natural world around me, including seasons and changing states of matter. Look at the environment in the story of the monkey puzzle and compare to our environment.</p> | <p>I know similarities and differences between the natural world around me, including seasons and changing states of matter. Look at the environment in the story of the monkey puzzle and compare to our environment.</p> | <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants. Link to transition</p> | <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants. Link to transition</p> |

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| | | natural world around them. <i>Can a penguin live in the desert?</i> | <i>Can a penguin live in the desert?</i> | | | | | |
| Science | <p>Science How do animals survive? Introduce enquiry question Look at and learn about a variety of animals including fish, amphibians, reptiles, birds and mammals- sort animals by classification focus on using the word 'or' to answer questions e.g. 'frog- mammal or amphibian?'</p> <p>Animals – identify and classify Identify living and non-living things. Investigate different categories of animals, similarities and differences in relation to types of animals and classify animals based on their diets. To answer the enquiry question.</p> | <p>Science How do animals survive? Classify and know animals by what they eat (carnivore, herbivore and omnivore) Talk about similarities and differences. Write of a list of what a tortoise needs: *Begin to use commas to separate items in a list.</p> <p>Collect your own data about our favourite animals.</p> | <p>Science How do animals survive? Choose an animal to learn facts about using key vocabulary. Computing link- children to find an image of their animal to print for their report.</p> <p>Write a fact file about an animal to answer the enquiry question.</p> | | | | | |
| History | Not in focus | | | | | | | |
| Geography | Not in focus | | | | | | | |
| Art and Design/ Expressive arts and design | <p>All Creatures Great and Small Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills.</p> <p>Art – observational drawings of animals. - Children to learn how to use colours for a particular purpose. Talk about the shapes on animals. When painting children to learn how to mix colours to create new colours. Children will choose colours for a particular purposes. Children will learn to use different resources to create different techniques through</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Link to Sports Day preparation afternoon</p> <p>Art – observational drawings of animals. Drawing on their images from last week children to think about the size of their drawings and size of the features on the animals. Children will continue to talk about colour mixing to create new colours. Children will learn to use different resources to create different techniques through the use of pencils and paintings.</p> | <p>Share their creations, explaining the process they have used.</p> <p>Sharing what they children have created for Sports Day</p> <p>Art – observational drawings of animals. Children to draw on the skills learnt from the past two weeks to create their final drawing of an animal of their choice. Children will learn to use different resources to create different techniques through the use of pencils and paintings.</p> | <p>Invent, adapt and recount narratives and stories with peers and their teacher. Link to talk for writing text.</p> <p>DT – plan and design a puppet to create based on the story of the Monkey puzzle.</p> <p>DT- plan and design an animal with moving parts.</p> | <p>Sing a range of well-known nursery rhymes and songs. Begin to practise songs for graduation</p> <p>DT – children to use their designs to create a puppet from the story of the Monkey puzzle.</p> <p>DT- Make an animal with moving parts.</p> | <p>DT - Design and make a moving pictures – levers/pop-up Design, make and evaluate an moving animal linked to the story.</p> <p>DT- Evaluate how well the moving animals worked.</p> | <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <p>Link to graduation</p> | |

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| | <p>the use of pencils and paintings.</p> <p>Children to create painting of animals linked to science to display.</p> | | | | | | | |
| Music | <p>Music- Our Senses (Pre 2021)</p> <p>Music Express – Unit Three – Animals</p> | <p>Music- Our Senses (Pre 2021)</p> <p>Music Express – Unit Three – Animals</p> | <p>Music- Our Senses (Pre 2021)</p> <p>Music Express – Unit Three – Animals</p> | <p>Music- Our Senses (Pre 2021)</p> <p>Music Express – Unit Twelve – Water</p> | <p>Music- Our Senses (Pre 2021)</p> <p>Music Express – Unit Twelve – Water</p> | <p>Music- Our Senses (Pre 2021)</p> <p>Music Express – Unit Twelve – Water</p> | | |
| Computing | | <p>Boats Ahoy</p> <p>Topic: All Creatures Great and Small Grouping Data + ongoing Digital Literacy</p> <p>I can place items into groups (e.g. these shapes are all red) I can decide on labels for groups (e.g. these shapes all have four sides)</p> | <p>Boats Ahoy</p> <p>Topic: All Creatures Great and Small Grouping Data + ongoing Digital Literacy</p> | <p>Topic: All Creatures Great and Small Grouping Data + ongoing Digital Literacy</p> | <p>Boats Ahoy</p> <p>Topic: All Creatures Great and Small Grouping Data + ongoing Digital Literacy</p> | <p>Topic: All Creatures Great and Small Grouping Data + ongoing Digital Literacy</p> | <p>Boats Ahoy</p> <p>Topic: All Creatures Great and Small Grouping Data + ongoing Digital Literacy</p> | |
| Online safety | <p>R - Self-image and identity I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p> <p>Y1- Self- Image and Identity- Helping Alex Lesson 1 I can recognise issues online that might make me feel sad, worried</p> | | | <p>R - Online Relationships I can recognise some ways in which the internet can be used to communicate.</p> <p>Y1- Self- Image and Identity- Helping Alex Lesson 2 I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> | | <p>R - Online Relationships I can give examples of how I (might) use technology to communicate with people I know.</p> | | |

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| | uncomfortable or frightened. I know who I can go to for help. I know how to ask for help. | | | I know when I should ask an adult for help with things online that upset me. I can give examples of different adults I can ask for help. | | | | |
| PSHE/RSE SCARF | Reception: Growing and Changing - seasons Year 1: <u>Healthy me (coramlifeeducation.org.uk)</u> | Reception: Growing and Changing – Life stages, plants, animals, humans Then and now <u>(coramlifeeducation.org.uk)</u> | Reception: Growing and Changing – Life stages, human life stages, who will I be? Taking care of a baby <u>(coramlifeeducation.org.uk)</u> | Reception: Growing and Changing – Where do babies come from? Who can help? (2) <u>(coramlifeeducation.org.uk)</u> | Reception: Growing and Changing – Getting bigger Surprises and secrets <u>(coramlifeeducation.org.uk)</u> | Reception: Growing and Changing – Me and my body <u>Keeping privates private</u> | | |
| Religious Education | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Engagement | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Investigation (week 1) | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Investigation (week 2) | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Investigation (week 3) | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Evaluation | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? Expression | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism | |
| Outdoor Learning/Visits and Trips | Explore our own environment looking for minibeasts and for creatures in our school outdoors. | 16 th June – Father's Day | Sports day – 19 th June | | Parent sports showcase in the hall all 3 classes | | Graduation/ Celebration Final showcase of our work throughout the year. Friday 19 th July Graduation | |