

## PSHE

- I know what kind and unkind behaviour is and how this can affect others.
- I know how to treat myself and others with respect; how to be polite and courteous.

## RE

- Talk about some simple ideas about Christian beliefs about God and Jesus
- Re-tell a story that shows what Christians might think about God.
- Talk about the mezuzah and how it reminds Jewish people of God.
- Retell a story that shows Jewish people at the festival of Sukkot or Chanukah might think about God, suggesting what it means.
- Identify ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in other religions.

## History

- The Gunpowder Plot  
Look at key figures from history  
Who was Guy Fawkes?  
Timeline of events
- Begins to identify and recount some details from the past from sources
- Finds answers to simple questions about the past from sources of information
- Shows knowledge and understanding about the past in different ways

## English

Genres: **Poetry, narratives, instructions, non-fiction texts, recounts.**

The story of *Guys Fawkes*  
The Christmas story  
The story of Hannukah

Including but not limited to:  
following and writing instructions, reading and writing poetry, posters, discussions around right and wrong.

## Maths

### Addition and subtraction

Part-whole models  
Addition facts  
Fact families  
Subtraction

### Geometry—Shape

Recognising, naming and sorting 2D and 3D shape.  
Patterns with 2D and 3D shapes.

## Science

### Seasonal Changes

Observe and describe weather associated with the seasons and how day length varies.

### Materials

To be able to distinguish between an object and the material from which it is made.

To identify and name a variety of everyday materials

To describe the simple physical properties of a variety of everyday materials.

# Fireworks and Festivals



Year 1—Term 2

## PE/Forest Schools

TGL - PE YEAR 1 Dance

## Year 1 Nativity

## Art and Design

- To produce creative work, exploring their ideas and recording their experiences.
- To use a range of materials creatively to design and make products.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

## Computing

- To begin to independently access an iPad e.g. logging on and opening programs following clear instructions.
- To understand the (space, enter, full stop) keys on an iPad keyboard.
- To begin to produce work using an iPad independently or collaboratively.
- To recognise common uses of information technology beyond school.