

Overview of unit of learning: CELEBRATIONS		
<p>During Autumn 2 the children will be learning about and investigating "celebrations" as the theme for their topic work.</p> <p>During the course of the half term, the children will look at a variety of religious and non-religious celebrations, and will learn how people of similar and different cultures to their own, celebrate special occasions.</p> <p>Children will be asked to draw comparison between the festivals/celebrations and discuss how people of different cultures and/or religions celebrate in similar or differing ways.</p> <p>The children will be looking at the following celebrations/festivals:</p> <p><i>Week 1 - what are celebrations? Birthdays/Weddings/Christenings, special events and achievements etc</i></p> <p><i>Week 2 - Harvest Festival / Autumn Equinox</i></p> <p><i>Week 3 - Halloween / All Souls Day</i></p> <p><i>Week 4 - Bonfire Night</i></p> <p><i>Week 5 - Diwali</i></p> <p><i>Week 6 - Hanukah</i></p> <p><i>Week 7 - Advent/Christmas</i></p> <p><i>Week 8 - New Year Celebrations Around the World.</i></p>		
<p>Resources:</p> <ul style="list-style-type: none"> 		
<p>Key Vocabulary:</p> <p>Celebrate, celebration, festival, give thanks, thank you, God, Christian, harvest, fruit, vegetable, hymn, song, farm, crops, dig, chop, sharing, giving, helping, happy, joyful. Light/er, Dark/er, Shadow, Reflection, Source, Bright/er, Dull/er, Cloud/y, Overcast, Sun, Sunny, Symbol, Religion, Belief, Faith, , Special, Wedding, Birthday, Baptism, Christingle, Hindu, Christian, Jewish, Judaism, Party, Invitation, Card, Present, Gift, Sound, Noise, Noisy, Loud/er, Quiet/er, Soft/er, Gentle, Pitch, Volume</p>		
Topic	English	Maths
<p>Aims</p> <ul style="list-style-type: none"> To know about and understand a range of celebrations and festivals from around the world To draw comparisons between festivals and celebrations from both religious and cultural 	<p>Reading</p> <p>iASEND - Reading - Word - S</p> <ul style="list-style-type: none"> 100 - I understand the concept of a word 101 - I can derive meaning from matching pictures/objects to symbols/words 102 - I can hear and say the initial sounds in 	<p>iASEND - Shape - Properties - S</p> <ul style="list-style-type: none"> 100 - I can place objects in and out of containers according to target shape 101 - I begin to demonstrate and use prepositions to describe the locations of objects

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view-points

- To understand the reasons why people celebrate, and how we celebrate
- To celebrate our differences
- share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities

Learning objectives

KS1

- some of the beliefs people hold, including belief in God/gods
- To recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life
- about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used
- about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating
- about relationships, considering their own experience, including unhappy times
- to recognise how people are thankful for the earth's resources

KS2

- to describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

words

- 103 - I can identify the visual unit of a word and understand that it is a 'word'
- 104 - I begin to identify which letter makes an identified sound and begin to match letters/short words with support
- 105 - I can select and recognise or read a small number of words or symbols linked to familiar vocabulary
- 106 - In familiar stories, I can anticipate words/signs/symbols or phrases with support
- 107 - I can recognise some letters/words by their sound
- 108 - I recognise some letters of the alphabet by their name
- 109 - I can hear and say initial sounds in words and know which letters represent each word
- 110 - I can read a range of familiar words and common simple sentences independently
- 111 - I recognise at least half the letters of the alphabet by shape, name and sound

iASEND - Reading - Comprehension - S

- 100 - I hold books the correct way up and turn pages
- 101 - I can give details from favourite books
- 102 - I can derive some meaning from text
- 103 - I show some interest in content and can ask/answer some simple questions at a basic level
- 104 - I can show some awareness of rhyme and alliteration in speech
- 105 - I can demonstrate 'reading like' behaviour
- 106 - I can link significant events from my experience of stories, paying attention to sequence and how events lead to one another

- 102 - I can give the correct object to an adult, on request
- 103 - I can find a similar object requested by another person
- 104 - I can manipulate 3D shape
- 105 - From a collection of regular shapes, I can pick out shapes with common features
- 106 - I can select from a set of objects with a single attribute
- 107 - I can identify specific shapes from pictures, simple models or patterns
- 108 - I begin to sort objects according to a given criteria
- 109 - I can copy a simple pattern using 3D objects when provided with a model
- 110 - I can identify shapes that are round, those with corners or edges using words, symbols or gestures
- 111 - I can correct terms to compare two different objects or quantities
- 112 - I can identify the odd one out from a selection of similar objects, where only one is different
- 113 - I can describe why an object is different using words, symbols or gestures
- 114 - I can identify inconsistencies in sets of objects
- 115 - I can correct two incorrectly sorted sets
- 116 - I can describe using words, symbols or gestures why an object does not belong to a given category

iASEND - Measurement - S

- 118 - I can use the vocabulary of 'first' and 'last' when describing the position of people or objects or the order of events

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- to use specialist vocabulary in communicating their knowledge and understanding
- stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today
- individual beliefs and consider the ways in which members of faith communities
- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion In the local, national and global communities
- use and interpret information about religions from a range of sources
- how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities
- about religious festivals which share common themes, but have meaning and unique to each faith
- about the significance of their own religious, culture and family traditions in the light of the traditions of others traditions of others
- that there are important landmarks in life, both personal and religious
- to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions

- 107 - I begin to realise that information can be found in books and the computer
- 108 - I can predict words, signs/symbols in narrative using expectations of meaning from the whole text and events in my own life
- 109 - I can use vocabulary and forms of speech that are increasingly influenced by me experience of books
- 110 - I understand some conventions of text with some concepts about print
- 111 - I understand that speech can be converted into writing and can 'read' this writing
- 112 - I understand that writing can be converted into speech and can role-play reading aloud a familiar book

Wider Reading:

- Children will be involved in story time at the end of every day to allow them time to build up a bank of familiar stories.
- Children will be involved in book talk surrounding fiction and non-fiction texts to support them in using different types and genres of books independently.
- Story time will encourage children to read independently and support their enjoyment of reading.
- Children will be using non-fiction information texts in order to support them in the development of their product marketing.

Independent Reading; Rapid Readers

- Children will be assessed using the Northumberland Toolkit, to support staff in personalising learning to support individual readers. Children will be given, age and level appropriate 1:1 readers to help develop and

- 119 - I can compare two objects directly side by side using a common baseline and indicate which is 'longer' or 'taller'
- 120 - I can describe in simple terms using words, symbols or gestures familiar events of my day
- 121 - I can put the events into the correct order
- 122 - I can carry out simple instructions in a specific sequence
- 123 - I can demonstrate the series of actions during the singing of familiar songs

Activities

- Using nets to create 3d shapes and modelling equipment to create 2D shapes children will create decorations for various celebrations/festivals
- Explore and use calendars
- Sorting according to age, duration etc.
- Sequencing; sorting events etc.

Individual Targets

- Children will be coached into identifying key areas of weaknesses within mathematics and will be supported in tackling these weaknesses.
- Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled.

support children's reading for pleasure.

Class read:

- The Jolly Christmas Postman
- tbc

Writing

iASEND - Writing - Composition - S

- 100 - I produce some meaningful print/signs/symbols associated with my name or familiar spoken words
- 101 - I can produce some meaningful print/signs/symbols associated with actions, images or events
- 102 - I can differentiate between letters and symbols and use writing (mark making) as a way to record communication
- 103 - I can construct three word sentences
- 104 - I can group letters and leave spaces between them as if writing separate words
- 105 - I can retell narratives in the correct sequence and can say what my writing 'says'
- 106 - I use a small written repertoire of words or symbols and use 'and' to connect key words and phrases to create simple short sentences

iASEND - Writing - Grammar - S

- 100 - I can use full stops occasionally but don't yet have a secure grasp of their function

iASEND - Writing - Transcription - S

- 100 - I show awareness of the sequence of letters, symbols and words
- 101 - I demonstrate awareness of words by noting the initial letter sound
- 102 - I can produce emergent writing that communicates meaning but vowels may be omitted (e.g. dg for dog, ct for cat)

	<ul style="list-style-type: none"> 103 - I can use my phonological knowledge to write simple regular words and can make plausible attempts at longer or more complex words <p>Activities</p> <ul style="list-style-type: none"> Recipe Writing / Writing Instructions Card writing / envelope writing Letters to Santa Claus Writing narrative - Halloween Stories - Horror genre Onomatopoeic poems - bonfire night 	
Art and Design	ICT	Science
<p><u>Artist Study -</u></p> <p><u>KS1</u> Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products <p><u>KS2</u> Pupils should be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p><u>Activities</u> design and make;</p> <ul style="list-style-type: none"> (carve) pumpkins Firework pictures (experiment with chalk/pastels) (model clay) diva lamps Advent Calendar (cut and assemble) Christmas Decorations 	<p><u>ICT</u> <u>T.V. / Film</u></p> <ul style="list-style-type: none"> Children will <u>Search Engines</u> Children will use search engines to find out information for themselves. They will be guided and supported to select key words to make their searches more relevant and productive <p><u>Word Processors</u></p> <ul style="list-style-type: none"> Children will use Microsoft office tools such as Publisher, Word, and PowerPoint to present their findings in different ways. They will be supported in the use of templates; for reports, posters, diary entries etc. As well as guided how to use Word art, clipart, shapes, charts and other tools to improve the presentation of their work. Children will have demonstrated how to save work in allocated places which are easily found upon return to the workstation 	<p><u>KS1 Programme of Study - Yr 1</u></p> <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

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<p><u>Skills:</u></p> <ul style="list-style-type: none"> Plan and develop ideas through design Evaluate and adapt ideas to meet a given brief Control and precision - carving Scissors skills and techniques; cutting to shape and assemble Colour wheel - mixing to create own colours Modelling clay - shaping, moulding, joining Pastel techniques, shading, blending, etc 	<ul style="list-style-type: none"> They will also be shown how to print their work in the appropriate way - landscape, portrait, colour, black and white, etc. <p><u>E-Safety</u></p> <ul style="list-style-type: none"> Teachers will monitor the children's use of the internet to ensure that when children are using search engines their searches are appropriate and safe. Parental permission will be acquired for children's viewing of 12A film titles, and programmes that may contain scenes of violence and/or crime. Through morning discussions and coaching children will also be encouraged to talk to staff about their use of the internet outside of school so staff can continue to support them in keeping safe online Children will be reminded of the importance of staying safe online Children will continue to take part in the E-Safety Programme Children will be encouraged to reset passwords in order to gain higher levels of safety online Teachers will monitor the use of any online resources; children will only use their own log-in details and will not share their passwords with other pupils or staff. Children will be shown how to protect their images online, and reminded about location tracking, uniform, points of interest and how they can give potential predators' easy access to vulnerable people. 	<p><u>LKS2 Programme of Study</u></p> <p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Light</p> <p>Pupils Should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change
<p>R.E/S.M.S.C</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> A1. Recall and name different beliefs and 	<p>Educational Visits</p> <ul style="list-style-type: none"> Visit to post office to post our letters Fenwick's Window 	

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practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

- **A2.** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- **A3.** Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- **B1.** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

Lower Key stage 2

- **A1.** Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- **A2.** Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- **A3.** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- **B1.** Observe and understand varied examples of religions and worldviews so that they can

- Alnwick Castle - Halloween - tbc
- Hindu Temple Newcastle

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explain, with reasons, their meanings and significance to individuals and communities.	
<u>Coaching and Mentoring</u> <ul style="list-style-type: none">• Children will identify their own behaviour targets in line with the expectations and guidelines of the setting• Staff will support children in finding ways to help themselves in achieving set targets• Children and staff will work together to identify barriers to learning and strategies that will help learners progress more successfully.	<ul style="list-style-type: none">•