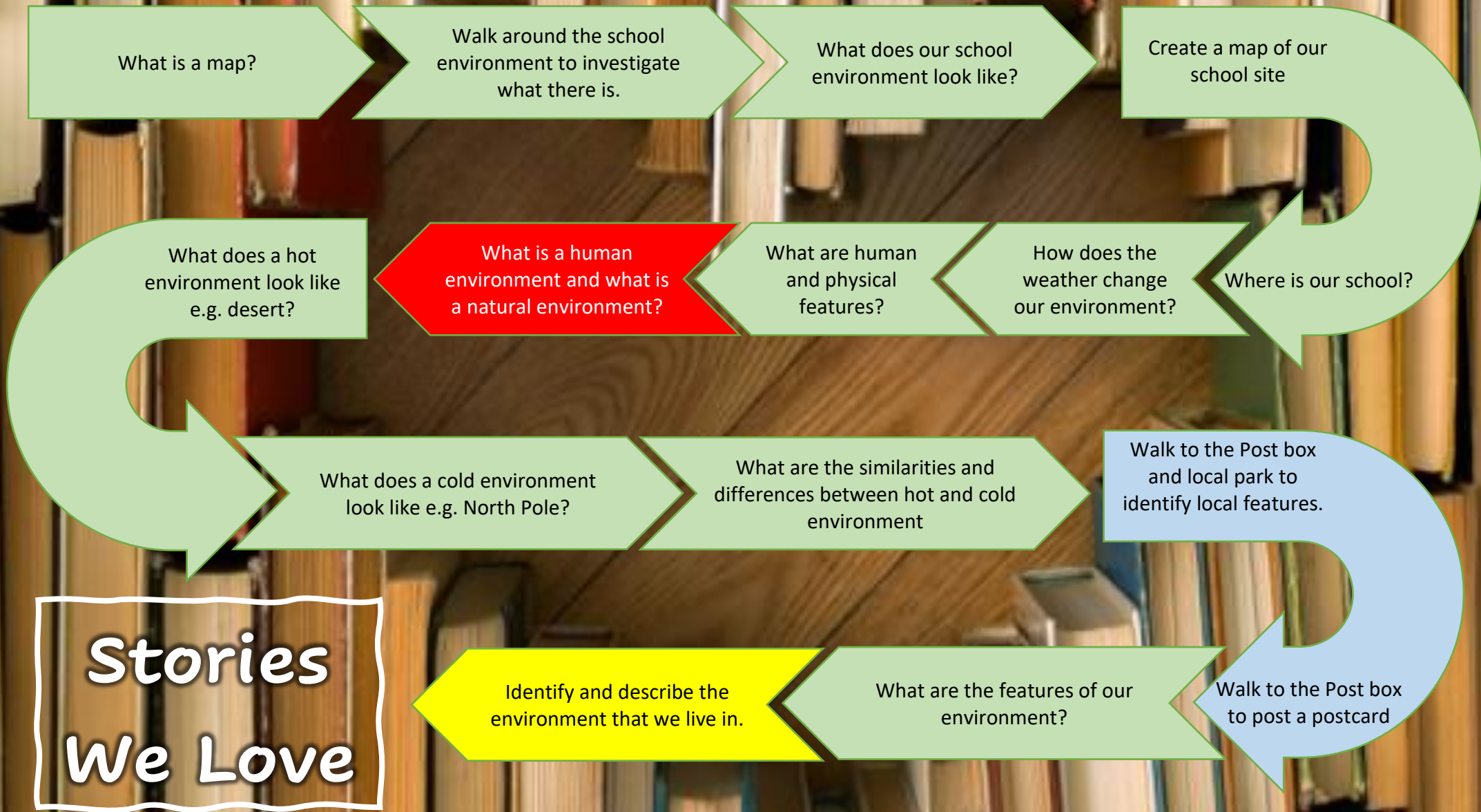


Our Learning Journey through the Topic



Stories
We Love

Stories We Love

Term taught in:	Autumn 2	Number of Weeks:	7
<i>Objectives</i>		<i>Outcomes</i>	
<p>Understanding the world - People, culture and communities</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between the natural world around them and contrasting environments. 		<p>The child will</p> <ul style="list-style-type: none"> • Discuss and describe what a celebration is and look at how different people celebrate different celebrations. • Discuss celebrations special to them and how their family celebrates. • Explore Diwali through a variety of activities. Learn how it is celebrated, who celebrates it and why it is celebrated. • Experience a range of maps, aerial photographs and globes • Create story maps and maps of our local environment • Explore signs and symbols in our local environment • Explore both human features (roads, building, bridges) and physical features (river, pond, parks, forest) • Children to compare two environments by their features. 	
<p>Expressive arts and design - Creating with materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		<p>The child will:</p> <ul style="list-style-type: none"> • Children to make Diya lamps • Children to create firework pictures and rockets 	
<p>Understanding the World - The World</p> <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change in nature. • Knows about similarities and differences in relation to places, objects, materials. • Make observations of animals and plants and explain why some things occur and talk about changes. 		<p>The child will:</p> <ul style="list-style-type: none"> • Carry out various experiments to explore melting and freezing. • Look at rain and where it comes from. • Create a raincoat using various materials. • Explore and identify the four seasons and their features. 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Sing and perform songs, rhymes, poems and stories with other, and try to move in time with music. 		<p>The child will:</p> <ul style="list-style-type: none"> • Children will learn and perform songs linked to their learning (e.g. phonics songs, maths songs) • Children to explore different Bollywood music and dance - they are to create their own 	

Key Vocabulary		End Products	
<p>Science Sun, rain, snow, windy, hot, cold, warm, temperature, Autumn, Spring, Summer, Winter, melt, ice, solid, liquid,</p> <p>UTW Similarities, differences, map, physical, human, environment, globes, maps, aerial photograph</p> <p>EA&D Song, dances, rhymes, poems, music, in time (in relation to dance and music)</p>		<ul style="list-style-type: none"> • Take part in different celebrations e.g. weddings, birthdays, harvest • Create a Diva Lamp to celebrate Diwali • Create a firework picture using various materials • Create a Bollywood inspired dance 	
Links to our School Values		Links to British Values	
<p>Trying Your Best Communication Compassion</p> <ul style="list-style-type: none"> • Towards different celebrations, cultures and environments. <p>Honesty Resilience</p>		<p>Being Part of Britain</p> <ul style="list-style-type: none"> • Understanding where Britain is and how our environment is different to others. <p>Democracy. The rule of law. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs.</p>	
Cross Curricular Opportunities	Enhancements		Misconceptions
<p>RE: Harvest festival</p> <p>English: initial, sounds, mark making, words.</p>	<ul style="list-style-type: none"> • Trip to church for harvest • Walk around the school site • Walk around our local area • Post a postcard to parents about the best things form their first half-term at school 		<p><i>Any misconception that would need noting.</i></p>