	Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT 'Knowledge is power. Information is liberating.' Kofi Annan							
TOPIC: Besid	le the seaside	Know	leage is power. Information	Year Group: 1				
TOTIC: BESIC	1	2	3 Healthy Living Week	4	5	6		
English	Key text: Lucy and Tom go to the seaside – (story with familiar setting)	Key text: Lighthouse Keeper's Lunch – (Instructions)	Key text: Lighthouse Keeper's Rescue – (Report)	Key text: <u>Seaside Safety</u> –	Key text: Sharing a Shell - (Information report)	Key text: Commotion in the ocean (Poetry)		
	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words.	Reading skills – to use our reading toolkit to support reading longer texts.	Reading skills – to use our reading toolkit to support reading longer texts.	Reading skills – to use our reading toolkit to support reading longer texts.		
	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it, beginning to understand what a rhyming word is.		
	Writing opportunity – Postcard to a friend/relative in role of Lucy or Tom telling them all about their holiday.	Writing opportunity – Instructions for a revolting sandwich to scare the seagulls. Chn to devise a plan to keep the seagulls away from Mr Grinling's lunch – designing a sandwich to put the seagulls off eating the lunch.	Writing opportunity – A newspaper report – Mr Grinling's service award for rescuing the whale in the story.	Writing opportunity – To create a poster about keeping safe at the seaside.	Writing opportunity – Write an information report on one of the sea creatures in the story. This is a good opportunity to learn about new animals and gather interesting facts.	Writing opportunity – Exploring poems about the different creatures in the sea. Children will write a poem about a creature from Wk5.		
Phonics	Phase 3/5 revision	Focus sounds – oe, au, ey, a-e	Focus sounds – e-e, i-e, o-e, u-e	Focus sounds – I, o, c	Focus sounds – g, u, ow, ie	Focus sounds – ea, er, a		
Maths	Place Value Number formation	Halving – one of two equal parts of an object or shape Position, direction and movement.	Halving – one of two/four equal parts of an object or shape 2D shapes.	Multiplication 2D Shapes	Division 3D Shapes	1 more/1less		

Science Seasonal changes and weather	Chowledge Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies Skills Identify and classify Gather and record data and findings to help in answering questions Vocab Sun, rain, snow, storm,	To observe, record and discuss the weather To understand how the observed weather is typical (or not) of the weather for the season To create a collage of the current season, weather and wildlife and compare to other seasons in the year Skills Asking simple questions and	To understand that the day length changes each day and varies from season to season To investigate shadows and their shapes Skills Use simple equipment to observe closely Perform simple tests Use his/her observations and ideas to suggest	Knowledge To make a wind sock to measure wind direction To observe and record wind direction over time and notice patterns between rainfall and wind, and changes in direction Skills Use simple equipment to observe closely Perform simple tests	To consider what effect rain has on us and our daily lives To design and make a weather station To record the rainfall over a period of time To make predictions about the results from the rainfall gauges Skills Use simple equipment to observe closely	To consider what effect rain has on us and our daily lives To record the rainfall over a period of time Skills Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions
	Vocab Sun, rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast	 Asking simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests Identify and classify Vocab Sun, rain, snow, storm, thunder, lightning, warm, cold, forecast, summer, autumn, winter, spring, seasons 	observations and ideas to suggest answers to questions Vocab shadow, sun, earth, spin, day, night, light, dark	 Perform simple tests Use his/her observations and ideas to suggest answers to questions Vocab wind, direction, gauge, patterns, data 	 to observe closely Perform simple tests Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions Vocab weather, rainfall, precipitation, data 	questions Vocab weather, rainfall, precipitation, data
PSHE	Keeping healthy; food and exercise; hygiene and routines; sun safety	Keeping healthy; food and exercise; hygiene routines; sun safety	Keeping healthy; food and exercise; hygiene routines; sun safety	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	Recognising what makes them unique and special; feelings; managing when things go wrong
Art and Design/	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge

Design and Technology	Look at paintings and pictures (Trudy Kenke). Skills Use water wash to create a whole sea/sky wash.	Use collaging to create the sea using various shades of blue. Skills Experimenting with different textures and materials.	Paint the sand using a mix of colours and sand to create textured sand. Skills Colour mixing, experimenting with different textures and materials.	Collage to create physical features e.g., boats and buildings. Skills Experimenting with different textures and materials.	Design and create a seaside scooper linked to pollution (Geography). Skills Use appropriate materials e.g. clue/tape. Use a template to mark out material to be cut.	Evaluate our seaside scoopers (design, performance) what would you change next time? Skills Talk about what changes they would make to their design. Could it be designed better?
	Vocab Photography, scenery, patterns, nature	Vocab Photography, scenery, patterns, nature	Vocab Photography, scenery, patterns, nature	Vocab Photography, scenery, patterns, nature	Vocab Pollution, seaside, glue, tape, joins, template	Vocab Pollution, seaside, glue, tape, joins, template, evaluate
Computing	Knowledge Log onto laptop, opening a program and saving work.	Introduction into algorithms. Giving Beebots directions.	Knowledge Log onto laptop, opening a program and saving work.	Introduction into algorithms. Giving Beebots directions.	Knowledge Log onto laptop, opening a program and saving work.	Introduction into algorithms. Giving Beebots directions.
	 Skills Identify where to put username and password and logging in correctly. Using a range of simple tools in a paint package software. Use technology safely and respectfully. Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save. 	Understand what algorithms are, how they are implemented as programs on digital devices and what programs execute by following precise instructions. Vocabulary Algorithms, instructions, directions, Beebots.	 Skills Identify where to put username and password and logging in correctly. Using a range of simple tools in a paint package software. Use technology safely and respectfully. Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save. 	• Understand what algorithms are, how they are implemented as programs on digital devices and what programs execute by following precise instructions. Vocabulary Algorithms, instructions, directions, Beebots.	 Skills Identify where to put username and password and logging in correctly. Using a range of simple tools in a paint package software. Use technology safely and respectfully. Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save. 	Understand what algorithms are, how they are implemented as programs on digital devices and what programs execute by following precise instructions. Vocabulary Algorithms, instructions, directions, Beebots.
Geography/ History	Knowledge Create a mind map about the seaside to assess	Knowledge	Knowledge Locate destinations on a map. Look at Guildford	Knowledge Transport – ways to get to the seaside.	Knowledge Pollution - link to science. Blue planet experts, what is	Knowledge To understand the difference between human and physical

	current understanding and knowledge. Skills Retrieval of information about a landscape. Vocab Seaside, water, sand, sea	Children to bring in photo from home about holidays/day trip. Skills Research at home. Have children been to the seaside before? Vocab Seaside, water, sand, sea	and Brighton on the map. Skills Map skills, how to read a map and find locations. Vocab Seaside, water, sand, sea	Environmental pros and cons. Skills Thinking about different methods of transport. Vocab Seaside, transport, train, bus, car, walk	the human impact of pollution. Skills Thinking about the environment, what is the impact how can we help? Vocab Seaside, pollution, rubbish	geography. Why is Brighton there? Skills Use photos to recognise landmarks and basic human and physical features. Vocab Physical, human, pier, sand, sea
Physical Education	Real P.E (Social) Journey to the Blue Planet Monkey Business PoS I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. Skills: Dynamic Balance, Jumping and landing Key Vocabulary Dynamic Balance Landing	Real P.E (Social) Journey to the Blue Planet Monkey Business PoS I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. Skills: Dynamic Balance, Jumping and landing Key Vocabulary Dynamic Balance Landing	Real P.E (Social) Journey to the Blue Planet Monkey Business PoS I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. Skills: Dynamic Balance, Jumping and landing Key Vocabulary Dynamic Balance Landing	Real P.E (Social) Journey to the Blue Planet Monkey Business PoS I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. Skills: Dynamic Balance, Jumping and landing Key Vocabulary Dynamic Balance Landing	Real P.E (Social) Journey to the Blue Planet Monkey Business POS I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. Skills: Dynamic Balance, Jumping and landing Key Vocabulary Dynamic Balance Landing	Real P.E (Social) Journey to the Blue Planet Monkey Business POS I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. Skills: Dynamic Balance, Jumping and landing Key Vocabulary Dynamic Balance Landing
Religious Education	POS: What is the Torah and why is it important to Jews?	POS: What is the Torah and why is it important to Jews?	POS: What is the Torah and why is it important to Jews?	POS: What is the Torah and why is it important to Jews?	POS: What is the Torah and why is it important to Jews?	POS: What is the Torah and why is it important to Jews?

To introduce the Torah Skills: Know that Jews learn from the Torah Know that light is a symbol Recall facts about the Torah and a synagogue To know how to treat something with respect Vocabulary: Rules Torah respect synagogue	 To introduce the Torah Skills: Know that Jews learn from the Torah Know that light is a symbol Recall facts about the Torah and a synagogue To know how to treat something with respect Vocabulary: Rules Torah respect synagogue 	 To introduce the Torah Skills: Know that Jews learn from the Torah Know that light is a symbol Recall facts about the Torah and a synagogue To know how to treat something with respect Vocabulary: Rules Torah respect synagogue 	 To make connections between the Torah and the Old testament Skills: Know that Jews learn from the Torah Know that light is a symbol Recall facts about the Torah and a synagogue To know how to treat something with respect Vocabulary: Rules Torah respect synagogue 	To make connections between the Torah and the Old testament Skills: Know that Jews learn from the Torah Know that light is a symbol Recall facts about the Torah and a synagogue To know how to treat something with respect Vocabulary: Rules Torah respect synagogue	To make connections between the Torah and the Old testament Skills: Know that Jews learn from the Torah Know that light is a symbol Recall facts about the Torah and a synagogue To know how to treat something with respect Vocabulary: Rules Torah respect synagogue
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	Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT 'Knowledge is power. Information is liberating.' Kofi Annan									
TOPIC: Bes	ide the seaside			Year Group: 1						
	7	8	9	10	11	12				
English	Key text:	Key text:	Key text:	Key text:	Key text:	Key text:				
	Duffy's lucky escape.	The fish who could wish.	<u>Tiddler</u>	School Trip to Seaside	The Gingerbread Man rewrite.	Transition books for Year 2.				
	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words	Reading skills – apply phonic knowledge and skills as the route to decode words				
	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it, begin to use	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.	Writing Skills – saying out loud what they are going to write; composing a sentence orally before	Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.				

			speech marks and		writing it, to recap story	
	Writing opportunity –	Writing opportunity –	exclamation marks in	Writing opportunity –	mapping.	Writing opportunity –
	Children to create a	Children to write	writing.	Children to write a		Children to ask questions
	persuasive poster.	wishes and aspirations	NA/wiking a company, weith .	recount of their school	Writing opportunity –	and learn about Year 2.
		for their future.	Writing opportunity –	trip.	Create own story at	
			Children to create		seaside with seaside	
			excuses as to why they		creatures chasing the	
			are late. A focus on		character	
			speech marks.			
Phonics	Phase 5 revision	Phase 5 revision	Phase 5 revision	Phase 5 revision	Phase 5 revision	Phase 5 revision
	(assessment of sounds)	(assessment of sounds)	(assessment of sounds)	(assessment of sounds)	(assessment of sounds)	(assessment of sounds)
Maths	Number bonds	Multiplication	Division	Place Value	Addition and	Addition and
	Subtraction				Subtraction	Subtraction
Science	Knowledge	Knowledge	Knowledge	SCHOOL TRIP	Knowledge	
Plants	To examine, draw and	To share knowledge about	To look carefully at pollen		To note a variety of trees	
	taste a range of fruits and	gardens and gardeners.	and understand more		and discuss their	
	vegetables that could be		about the role it plays in		similarities and	
	grown in a garden.	To design and set up a	the growing of plants.		differences.	
		garden centre in the				
	To talk about experiences	classroom.	To use the scientific		To take bark and leaf	
	of growing plants or about		vocabulary associated		rubbings using paper and	
	someone they know who	To plant a bean in a bag	with plants.		wax crayons.	
	has a garden.	and keep it in the				
		classroom garden centre.	To take a flowering plant		Skills	
	To identify, label and	T	to pieces and label the		Asking simple questions	
	sketch growing plants.	To predict the outcomes of the bean and seeds and	parts.		and recognising that they	
	Skills	set up a diary to observe	To understand the basic		can be answered in	
	Asking simple questions	the growth over time.	structure of a flower and		different ways	
	and recognising that they	To consider what seeds	the basic function of the			
	can be answered in	need in order to be able	main parts.		Observing closely	
		to grow and how you can	mani parts.			
	different ways	keep seeds healthy.	Skills		Identifying and classifying	
		Neep seeds meaning.	Observing closely, using			
	Observing closely, using	Skills	simple equipment		Gathering and recording	
	simple equipment	Observing closely, using	- 1		data to help in answering	
	1, , , , , ,	simple equipment	Identifying and classifying		questions	
	Vocab plant, leaf, grow,		ischerying and classifying			
	weed, change, living,	Performing simple tests	Gathering and recording		Vocab	
	water, healthy, similar to,		data to help in answering		plant, leaf, grow,	
	different from		questions		deciduous, evergreen,	
			4			

		Gathering and recording data to help in answering questions Vocab plant, leaf, grow, change, living, water, healthy, different, seeds, garden centre	Vocab plant, leaf, grow, change, living, water, pollen, flower, stem, petals, roots		roots, stem, leaves, flower, trunk, bark	
PSHE	Recognising what makes them unique and special; feelings; managing when things go wrong	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online.	How rules and age restrictions help us; keeping safe online.	How rules and age restrictions help us; keeping safe online.	How rules and age restrictions help us; keeping safe online.
Design & Technology	Knowledge To research a seaside scooper.	Knowledge To design a seaside scooper.	Knowledge To make a seaside scooper using a design.	Knowledge To evaluate a made product.		
	Skills Understanding different materials in order to create a seaside scooper.	Skills Acquiring skills to investigate materials in able to design a seaside scooper.	Skills Using a range of technique to make a seaside scooper.	Skills Evaluations and improvements		
	Vocab Materials scooper seaside waterproof	Vocab Materials scooper seaside waterproof	Vocab Materials scooper seaside waterproof	Vocab Materials scooper seaside waterproof, evaluation		
Computing	Knowledge	Knowledge	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	Knowledge
	Log onto laptop, opening a program and saving work.	Introduction into algorithms. Giving Beebots directions.	Log onto laptop, opening a program and saving work.	Introduction into algorithms. Giving Beebots directions.	Log onto laptop, opening a program and saving work.	Introduction into algorithms. Giving Beebots directions.
	Skills	Skill	<u>Skills</u>	<u>Skill</u>	<u>Skills</u>	<u>Skill</u>
	 Identify where to put username and password and logging in correctly. 	 Understand what algorithms are, how they are implemented as 	 Identify where to put username and password and logging in correctly. 	 Understand what algorithms are, how they are implemented as 	 Identify where to put username and password and logging in correctly. 	 Understand what algorithms are, how they are implemented as

Thembi Walks the Tightrope Toghtrope Toghtrope Thembi Walks the Tightrope Toghtrope Toghtrope Thembi Walks the Tightrope Toghtrope Tog		 Using a range of simple tools in a paint package software. Use technology safely and respectfully. Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save. 	programs on digital devices and what programs execute by following precise instructions. Vocabulary Algorithms, instructions, directions, Beebots.	 Using a range of simple tools in a paint package software. Use technology safely and respectfully. Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save. 	programs on digital devices and what programs execute by following precise instructions. Vocabulary Algorithms, instructions, directions, Beebots.	 Using a range of simple tools in a paint package software. Use technology safely and respectfully. Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save. 	programs on digital devices and what programs execute by following precise instructions. Vocabulary Algorithms, instructions, directions, Beebots.
Then and Now Skills > find answers to some simple questions about the past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Physical Education The pal P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos • I can follow simple instructions. The nand Now Skills > find answers to some simple questions about the past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Vocab Past, present, change, holiday Physical Education The nand Now Skills > find answers to some simple questions about the past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Vocab Past, present, change, holiday Vocab Past, present, change, holiday Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Pos • I can follow simple instructions. Instructions. Instructions. The beach Then and Now Skills > find answers to some simple questions about the past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Vocab Past, present, change, holiday Vocab Past, present, change, holiday Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tightrope I can follow simple instructions. The past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Vocab Past, present, change, holiday Thembi Walks the Tight Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tigh		•	Knowledge	_			
Skills Skills Sfind answers to some simple questions about the past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Vocab Past, present, change, holiday Past, present, ch	History	•					
Skills S		Then and Now		the beach Then and Now	and Now		
Sind answers to some simple questions about the past from simple sources of information (historical enquiry)		Skills	INOW	Skills	Skills		
the past from simple sources of information (historical enquiry) Vocab Past, present, change, holiday Physical Education Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos			Skills				
sources of information (historical enquiry) Vocab Past, present, change, holiday Physical Education Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. Pos I can follow simple instructions.			>find answers to some				
(historical enquiry) Vocab Past, present, change, holiday Physical Education Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. (historical enquiry) Vocab Past, present, change, holiday Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. (historical enquiry) Vocab Past, present, change, holiday Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. (historical enquiry) Vocab Past, present, change, holiday Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. Pos I can follow simple instructions. Pos I can follow simple instructions.			I		l .		
Vocab Past, present, change, holiday Vocab Past, present, change, holiday Past, present,							
Physical Education		(nistorical enquiry)		(nistorical enquiry)	(nistorical enquiry)		
holiday Past, present, change, holiday Physical Education Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos Pos I can follow simple instructions. Physical Education Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. Past, present, change, holiday Real P.E (Cognitive) (Cognitive) Tilly the Train's Big Day Thembi Walks the Thembi Walks the Tightrope Tightrope Tightrope Pos Pos Pos Pos I can follow simple instructions. Pos I can follow simple instructions. I can follow simple instructions. I can follow simple instructions.		Vocab	(motorious emquiny)	Vocab	Vocab		
Physical Education Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. Physical Education Real P.E (Cognitive) (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Pos I can follow simple instructions. Real P.E (Cognitive) (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tilly the Train's Big Day Thembi Walks the Tightrope Tightrope				-	Past, present, change,		
Cognitive Cognitive Tilly the Train's Big Day Thembi Walks the Tightrope		holiday	_	holiday	holiday		
Cognitive Tilly the Train's Big Day Thembi Walks the Tightrope	Physical	Real P.E	Real P.E	Real P.E	Real P.E	Real P.E	Real P.E
Thembi Walks the Tightrope Toghtrope Toghtrope Thembi Walks the Tightrope Toghtrope Toghtrope Thembi Walks the Tightrope Toghtrope Tog		(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)	(Cognitive)
Tightrope FoS I can follow simple simple instructions.							Tilly the Train's Big Day
PoS I can follow simple instructions.							
● I can follow simple instructions. ● I can follow simple simple instructions. ● I can follow simple simple simple instructions. ● I can follow simple simple instructions. ● I can follow simple simple instructions. instructions. ● I can follow simple simple instructions. instructions.		Tightrope	Tightrope	Tightrope	Tightrope	Tightrope	Tightrope
simplesimplesimplesimplesimplesimpleinstructions.instructions.instructions.instructions.instructions.instructions.		PoS	PoS	PoS	PoS	PoS	PoS
instructions. instructions. instructions. instructions. instructions. instructions.		 I can follow 	 I can follow 		=	 I can follow 	-
		-	· ·	•	1	·	·
							I can understand and follow simple
			1			-	and follow simple rules. I can name

	some things I am	some things I am	some things I am	some things I am	some things I am	some things I am
	good at.	good at.	good at.	good at.	good at.	good at.
	Skills: Dynamic Balance	Skills: Dynamic Balance	Skills: Dynamic Balance	Skills: Dynamic Balance	Skills: Dynamic Balance	Skills: Dynamic Balance
	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:
	• Static	 Static 	• Static	 Static 	• Static	• Static
	 Instruction 	 Instruction 	 Instruction 	 Instruction 	 Instruction 	 Instruction
	• Rules	 Rules 	• Rules	 Rules 	• Rules	• Rules
Religious	POS: Why do Jewish	POS: Why do Jewish	POS: Why do Jewish	POS: Why do Jewish	POS: Why do Jewish	POS: Why do Jewish
Education	<u>families celebrate</u>	<u>families celebrate</u>	<u>families celebrate</u>	families celebrate	<u>families celebrate</u>	<u>families celebrate</u>
	Shabbat?	Shabbat?	Shabbat?	Shabbat?	Shabbat?	Shabbat?
	Explore why rest	Explore why rest	Explore why rest	Explore why rest	Explore why rest	Explore why rest
	is important	is important	is important	is important	is important	is important
	To investigate	To investigate	To investigate	To investigate	To investigate	To investigate
	the role of	the role of	the role of	the role of	the role of	the role of
	Shabbat Skills:	Shabbat Skills:	Shabbat Skills:	Shabbat Skills:	Shabbat Skills:	Shabbat Skills:
	Recall facts about	Recall facts about	Recall facts about	Recall facts about	Recall facts about	Recall facts about
	Shabbat	Shabbat	Shabbat	Shabbat	Shabbat	Shabbat
	Identify key	Identify key	Identify key	Identify key	Identify key	Identify key
	symbols of a	symbols of a	symbols of a	symbols of a	symbols of a	symbols of a
	Shabbat meal	Shabbat meal	Shabbat meal	Shabbat meal	Shabbat meal	Shabbat meal
	Know what	Know what	Know what	Know what	Know what	Know what
	makes Shabbat a	makes Shabbat a	makes Shabbat a	makes Shabbat a	makes Shabbat a	makes Shabbat a
	day of rest and	day of rest and	day of rest and	day of rest and	day of rest and	day of rest and
	why Jewish	why Jewish	why Jewish	why Jewish	why Jewish	why Jewish
	families feel	families feel	families feel	families feel	families feel	families feel
	closer to God	closer to God	closer to God	closer to God	closer to God	closer to God
	Rest - relate back	Rest - relate back	 Rest - relate back 	 Rest - relate back 	Rest - relate back	 Rest - relate back
	to their own lives	to their own lives	to their own lives	to their own lives	to their own lives	to their own lives
	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
	Shabbat Jews creation	Shabbat Jews creation	Shabbat Jews creation	Shabbat Jews creation	Shabbat Jews creation	Shabbat Jews creation
	celebrate	celebrate	celebrate	celebrate	celebrate	celebrate