

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

TOPIC: Beside the seaside				Year Group: 1		
	1	2	3 Healthy Living Week	4	5	6
<b>English</b>	<p><b>Key text:</b> <u><i>Lucy and Tom go to the seaside</i></u> – (story with familiar setting)</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – Postcard to a friend/relative in role of Lucy or Tom telling them all about their holiday.</p>	<p><b>Key text:</b> <u><i>Lighthouse Keeper’s Lunch</i></u> – (Instructions)</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – 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.</p>	<p><b>Key text:</b> <u><i>Lighthouse Keeper’s Rescue</i></u> – (Report)</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – A newspaper report – Mr Grinling’s service award for rescuing the whale in the story.</p>	<p><b>Key text:</b> <u><i>Seaside Safety</i></u> –</p> <p><b>Reading skills</b> – to use our reading toolkit to support reading longer texts.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – To create a poster about keeping safe at the seaside.</p>	<p><b>Key text:</b> <u><i>Sharing a Shell</i></u> - (Information report)</p> <p><b>Reading skills</b> – to use our reading toolkit to support reading longer texts.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – 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.</p>	<p><b>Key text:</b> <u><i>Commotion in the ocean</i></u> – (Poetry)</p> <p><b>Reading skills</b> – to use our reading toolkit to support reading longer texts.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it, beginning to understand what a rhyming word is.</p> <p><b>Writing opportunity</b> – Exploring poems about the different creatures in the sea. Children will write a poem about a creature from Wk5.</p>
<b>Phonics</b>	Phase 3/5 revision	Focus sounds – oe, au, ey, a-e	Focus sounds – e-e, i-e, o-e, u-e	Focus sounds – l, o, c	Focus sounds – g, u, ow, ie	Focus sounds – ea, er, a
<b>Maths</b>	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

<p><b>Science</b> Seasonal changes and weather</p>	<p><b>Knowledge</b></p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identify and classify</li> <li>Gather and record data and findings to help in answering questions</li> </ul> <p><b>Vocab</b> Sun, rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast</p>	<p><b>Knowledge</b></p> <p>To observe, record and discuss the weather</p> <p>To understand how the observed weather is typical (or not) of the weather for the season</p> <p>To create a collage of the current season, weather and wildlife and compare to other seasons in the year</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognise that they can be answered in different ways</li> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Identify and classify</li> </ul> <p><b>Vocab</b> Sun, rain, snow, storm, thunder, lightning, warm, cold, forecast, summer, autumn, winter, spring, seasons</p>	<p><b>Knowledge</b></p> <p>To understand that the day length changes each day and varies from season to season</p> <p>To investigate shadows and their shapes</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul> <p><b>Vocab</b> shadow, sun, earth, spin, day, night, light, dark</p>	<p><b>Knowledge</b></p> <p>To make a wind sock to measure wind direction</p> <p>To observe and record wind direction over time and notice patterns between rainfall and wind, and changes in direction</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul> <p><b>Vocab</b> wind, direction, gauge, patterns, data</p>	<p><b>Knowledge</b></p> <p>To consider what effect rain has on us and our daily lives</p> <p>To design and make a weather station</p> <p>To record the rainfall over a period of time</p> <p>To make predictions about the results from the rainfall gauges</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Gather and record data and findings to help in answering questions</li> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul> <p><b>Vocab</b> weather, rainfall, precipitation, data</p>	<p><b>Knowledge</b></p> <p>To consider what effect rain has on us and our daily lives</p> <p>To record the rainfall over a period of time</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Gather and record data and findings to help in answering questions</li> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul> <p><b>Vocab</b> weather, rainfall, precipitation, data</p>
<p><b>PSHE</b></p>	<p>Keeping healthy; food and exercise; hygiene and routines; sun safety</p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>
<p><b>Art and Design/</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>

<b>Design and Technology</b>	<p>Look at paintings and pictures (Trudy Kenke).</p> <p><b>Skills</b> Use water wash to create a whole sea/sky wash.</p> <p><b>Vocab</b> Photography, scenery, patterns, nature</p>	<p>Use collaging to create the sea using various shades of blue.</p> <p><b>Skills</b> Experimenting with different textures and materials.</p> <p><b>Vocab</b> Photography, scenery, patterns, nature</p>	<p>Paint the sand using a mix of colours and sand to create textured sand.</p> <p><b>Skills</b> Colour mixing, experimenting with different textures and materials.</p> <p><b>Vocab</b> Photography, scenery, patterns, nature</p>	<p>Collage to create physical features e.g., boats and buildings.</p> <p><b>Skills</b> Experimenting with different textures and materials.</p> <p><b>Vocab</b> Photography, scenery, patterns, nature</p>	<p>Design and create a seaside scooper linked to pollution (Geography).</p> <p><b>Skills</b> Use appropriate materials e.g. glue/tape. Use a template to mark out material to be cut.</p> <p><b>Vocab</b> Pollution, seaside, glue, tape, joins, template</p>	<p>Evaluate our seaside scoopers (design, performance) what would you change next time?</p> <p><b>Skills</b> Talk about what changes they would make to their design. Could it be designed better?</p> <p><b>Vocab</b> Pollution, seaside, glue, tape, joins, template, evaluate</p>
<b>Computing</b>	<p><u>Knowledge</u></p> <p>Log onto laptop, opening a program and saving work.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify where to put username and password and logging in correctly.</li> <li>Using a range of simple tools in a paint package software.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Vocabulary</b> Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p><u>Knowledge</u></p> <p>Introduction into algorithms. Giving Beebots directions.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and what programs execute by following precise instructions.</li> </ul> <p><b>Vocabulary</b> Algorithms, instructions, directions, Beebots.</p>	<p><u>Knowledge</u></p> <p>Log onto laptop, opening a program and saving work.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify where to put username and password and logging in correctly.</li> <li>Using a range of simple tools in a paint package software.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Vocabulary</b> Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p><u>Knowledge</u></p> <p>Introduction into algorithms. Giving Beebots directions.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and what programs execute by following precise instructions.</li> </ul> <p><b>Vocabulary</b> Algorithms, instructions, directions, Beebots.</p>	<p><u>Knowledge</u></p> <p>Log onto laptop, opening a program and saving work.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify where to put username and password and logging in correctly.</li> <li>Using a range of simple tools in a paint package software.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Vocabulary</b> Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p><u>Knowledge</u></p> <p>Introduction into algorithms. Giving Beebots directions.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and what programs execute by following precise instructions.</li> </ul> <p><b>Vocabulary</b> Algorithms, instructions, directions, Beebots.</p>
<b>Geography/History</b>	<p><b>Knowledge</b> Create a mind map about the seaside to assess</p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b> Locate destinations on a map. Look at Guildford</p>	<p><b>Knowledge</b> Transport – ways to get to the seaside.</p>	<p><b>Knowledge</b> Pollution - link to science. Blue planet experts, what is</p>	<p><b>Knowledge</b> To understand the difference between human and physical</p>



	<ul style="list-style-type: none"> <li>To introduce the Torah</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know that Jews learn from the Torah</li> <li>Know that light is a symbol</li> <li>Recall facts about the Torah and a synagogue</li> <li>To know how to treat something with respect</li> </ul> <p><b>Vocabulary:</b> Rules Torah respect synagogue</p>	<ul style="list-style-type: none"> <li>To introduce the Torah</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know that Jews learn from the Torah</li> <li>Know that light is a symbol</li> <li>Recall facts about the Torah and a synagogue</li> <li>To know how to treat something with respect</li> </ul> <p><b>Vocabulary:</b> Rules Torah respect synagogue</p>	<ul style="list-style-type: none"> <li>To introduce the Torah</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know that Jews learn from the Torah</li> <li>Know that light is a symbol</li> <li>Recall facts about the Torah and a synagogue</li> <li>To know how to treat something with respect</li> </ul> <p><b>Vocabulary:</b> Rules Torah respect synagogue</p>	<ul style="list-style-type: none"> <li>To make connections between the Torah and the Old testament</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know that Jews learn from the Torah</li> <li>Know that light is a symbol</li> <li>Recall facts about the Torah and a synagogue</li> <li>To know how to treat something with respect</li> </ul> <p><b>Vocabulary:</b> Rules Torah respect synagogue</p>	<ul style="list-style-type: none"> <li>To make connections between the Torah and the Old testament</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know that Jews learn from the Torah</li> <li>Know that light is a symbol</li> <li>Recall facts about the Torah and a synagogue</li> <li>To know how to treat something with respect</li> </ul> <p><b>Vocabulary:</b> Rules Torah respect synagogue</p>	<ul style="list-style-type: none"> <li>To make connections between the Torah and the Old testament</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Know that Jews learn from the Torah</li> <li>Know that light is a symbol</li> <li>Recall facts about the Torah and a synagogue</li> <li>To know how to treat something with respect</li> </ul> <p><b>Vocabulary:</b> Rules Torah respect synagogue</p>
--	--	--	--	---	---	---

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

TOPIC: Beside the seaside				Year Group: 1		
	7	8	9	10	11	12
<b>English</b>	<p><b>Key text:</b> <u>Duffy’s lucky escape.</u></p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p>	<p><b>Key text:</b> <u>The fish who could wish.</u></p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p>	<p><b>Key text:</b> <u>Tiddler</u></p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it, begin to use</p>	<p><b>Key text:</b> School Trip to Seaside</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p>	<p><b>Key text:</b> The Gingerbread Man rewrite.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p>	<p><b>Key text:</b> Transition books for Year 2.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p>

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

		Gathering and recording data to help in answering questions <b>Vocab</b> plant, leaf, grow, change, living, water, healthy, different, seeds, garden centre	<b>Vocab</b> plant, leaf, grow, change, living, water, pollen, flower, stem, petals, roots		roots, stem, leaves, flower, trunk, bark	
<b>PSHE</b>	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.
<b>Design &amp; Technology</b>	<b>Knowledge</b> To research a seaside scooper.  <b>Skills</b> Understanding different materials in order to create a seaside scooper.  <b>Vocab</b> Materials scooper seaside waterproof	<b>Knowledge</b> To design a seaside scooper.  <b>Skills</b> Acquiring skills to investigate materials in able to design a seaside scooper.  <b>Vocab</b> Materials scooper seaside waterproof	<b>Knowledge</b> To make a seaside scooper using a design.  <b>Skills</b> Using a range of technique to make a seaside scooper.  <b>Vocab</b> Materials scooper seaside waterproof	<b>Knowledge</b> To evaluate a made product.  <b>Skills</b> Evaluations and improvements  <b>Vocab</b> Materials scooper seaside waterproof, evaluation		
<b>Computing</b>	<u>Knowledge</u> Log onto laptop, opening a program and saving work.  <u>Skills</u> <ul style="list-style-type: none"><li>Identify where to put username and password and logging in correctly.</li></ul>	<u>Knowledge</u> Introduction into algorithms. Giving Beebots directions.  <u>Skill</u> <ul style="list-style-type: none"><li>Understand what algorithms are, how they are implemented as</li></ul>	<u>Knowledge</u> Log onto laptop, opening a program and saving work.  <u>Skills</u> <ul style="list-style-type: none"><li>Identify where to put username and password and logging in correctly.</li></ul>	<u>Knowledge</u> Introduction into algorithms. Giving Beebots directions.  <u>Skill</u> <ul style="list-style-type: none"><li>Understand what algorithms are, how they are implemented as</li></ul>	<u>Knowledge</u> Log onto laptop, opening a program and saving work.  <u>Skills</u> <ul style="list-style-type: none"><li>Identify where to put username and password and logging in correctly.</li></ul>	<u>Knowledge</u> Introduction into algorithms. Giving Beebots directions.  <u>Skill</u> <ul style="list-style-type: none"><li>Understand what algorithms are, how they are implemented as</li></ul>

	<ul style="list-style-type: none"> <li>Using a range of simple tools in a paint package software.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Vocabulary</b> Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p>programs on digital devices and what programs execute by following precise instructions.</p> <p><b>Vocabulary</b> Algorithms, instructions, directions, Beebots.</p>	<ul style="list-style-type: none"> <li>Using a range of simple tools in a paint package software.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Vocabulary</b> Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p>programs on digital devices and what programs execute by following precise instructions.</p> <p><b>Vocabulary</b> Algorithms, instructions, directions, Beebots.</p>	<ul style="list-style-type: none"> <li>Using a range of simple tools in a paint package software.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Vocabulary</b> Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p>programs on digital devices and what programs execute by following precise instructions.</p> <p><b>Vocabulary</b> Algorithms, instructions, directions, Beebots.</p>
<b>Geography/History</b>	<p><b>Knowledge</b> The Seaside – Transport Then and Now</p> <p><b>Skills</b> &gt;find answers to some simple questions about the past from simple sources of information (historical enquiry)</p> <p><b>Vocab</b> Past, present, change, holiday</p>	<p><b>Knowledge</b> The Seaside – Entertainment Then and Now</p> <p><b>Skills</b> &gt;find answers to some simple questions about the past from simple sources of information (historical enquiry)</p> <p><b>Vocab</b> Past, present, change, holiday</p>	<p><b>Knowledge</b> The Seaside – Going to the beach Then and Now</p> <p><b>Skills</b> &gt;find answers to some simple questions about the past from simple sources of information (historical enquiry)</p> <p><b>Vocab</b> Past, present, change, holiday</p>	<p><b>Knowledge</b> The Seaside – Food Then and Now</p> <p><b>Skills</b> &gt;find answers to some simple questions about the past from simple sources of information (historical enquiry)</p> <p><b>Vocab</b> Past, present, change, holiday</p>		
<b>Physical Education</b>	<p><b>Real P.E (Cognitive)</b> Tilly the Train’s Big Day Thembi Walks the Tightrope</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I can follow simple instructions.</i></li> <li><i>I can understand and follow simple rules. I can name</i></li> </ul>	<p><b>Real P.E (Cognitive)</b> Tilly the Train’s Big Day Thembi Walks the Tightrope</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I can follow simple instructions.</i></li> <li><i>I can understand and follow simple rules. I can name</i></li> </ul>	<p><b>Real P.E (Cognitive)</b> Tilly the Train’s Big Day Thembi Walks the Tightrope</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I can follow simple instructions.</i></li> <li><i>I can understand and follow simple rules. I can name</i></li> </ul>	<p><b>Real P.E (Cognitive)</b> Tilly the Train’s Big Day Thembi Walks the Tightrope</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I can follow simple instructions.</i></li> <li><i>I can understand and follow simple rules. I can name</i></li> </ul>	<p><b>Real P.E (Cognitive)</b> Tilly the Train’s Big Day Thembi Walks the Tightrope</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I can follow simple instructions.</i></li> <li><i>I can understand and follow simple rules. I can name</i></li> </ul>	<p><b>Real P.E (Cognitive)</b> Tilly the Train’s Big Day Thembi Walks the Tightrope</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I can follow simple instructions.</i></li> <li><i>I can understand and follow simple rules. I can name</i></li> </ul>



	<p><i>some things I am good at.</i></p> <p><i>Skills: Dynamic Balance</i></p> <p><i>Key Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <i>Static</i></li> <li>• <i>Instruction</i></li> <li>• <i>Rules</i></li> </ul>	<p><i>some things I am good at.</i></p> <p><i>Skills: Dynamic Balance</i></p> <p><i>Key Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <i>Static</i></li> <li>• <i>Instruction</i></li> <li>• <i>Rules</i></li> </ul>	<p><i>some things I am good at.</i></p> <p><i>Skills: Dynamic Balance</i></p> <p><i>Key Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <i>Static</i></li> <li>• <i>Instruction</i></li> <li>• <i>Rules</i></li> </ul>	<p><i>some things I am good at.</i></p> <p><i>Skills: Dynamic Balance</i></p> <p><i>Key Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <i>Static</i></li> <li>• <i>Instruction</i></li> <li>• <i>Rules</i></li> </ul>	<p><i>some things I am good at.</i></p> <p><i>Skills: Dynamic Balance</i></p> <p><i>Key Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <i>Static</i></li> <li>• <i>Instruction</i></li> <li>• <i>Rules</i></li> </ul>	<p><i>some things I am good at.</i></p> <p><i>Skills: Dynamic Balance</i></p> <p><i>Key Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• <i>Static</i></li> <li>• <i>Instruction</i></li> <li>• <i>Rules</i></li> </ul>
<p><b>Religious Education</b></p>	<p><b>POS: <u>Why do Jewish families celebrate Shabbat?</u></b></p> <ul style="list-style-type: none"> <li>• Explore why rest is important</li> <li>• To investigate the role of Shabbat</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall facts about Shabbat</li> <li>• Identify key symbols of a Shabbat meal</li> <li>• Know what makes Shabbat a day of rest and why Jewish families feel closer to God</li> <li>• Rest - relate back to their own lives</li> </ul> <p><b>Vocabulary:</b> Shabbat Jews creation celebrate</p>	<p><b>POS: <u>Why do Jewish families celebrate Shabbat?</u></b></p> <ul style="list-style-type: none"> <li>• Explore why rest is important</li> <li>• To investigate the role of Shabbat</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall facts about Shabbat</li> <li>• Identify key symbols of a Shabbat meal</li> <li>• Know what makes Shabbat a day of rest and why Jewish families feel closer to God</li> <li>• Rest - relate back to their own lives</li> </ul> <p><b>Vocabulary:</b> Shabbat Jews creation celebrate</p>	<p><b>POS: <u>Why do Jewish families celebrate Shabbat?</u></b></p> <ul style="list-style-type: none"> <li>• Explore why rest is important</li> <li>• To investigate the role of Shabbat</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall facts about Shabbat</li> <li>• Identify key symbols of a Shabbat meal</li> <li>• Know what makes Shabbat a day of rest and why Jewish families feel closer to God</li> <li>• Rest - relate back to their own lives</li> </ul> <p><b>Vocabulary:</b> Shabbat Jews creation celebrate</p>	<p><b>POS: <u>Why do Jewish families celebrate Shabbat?</u></b></p> <ul style="list-style-type: none"> <li>• Explore why rest is important</li> <li>• To investigate the role of Shabbat</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall facts about Shabbat</li> <li>• Identify key symbols of a Shabbat meal</li> <li>• Know what makes Shabbat a day of rest and why Jewish families feel closer to God</li> <li>• Rest - relate back to their own lives</li> </ul> <p><b>Vocabulary:</b> Shabbat Jews creation celebrate</p>	<p><b>POS: <u>Why do Jewish families celebrate Shabbat?</u></b></p> <ul style="list-style-type: none"> <li>• Explore why rest is important</li> <li>• To investigate the role of Shabbat</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall facts about Shabbat</li> <li>• Identify key symbols of a Shabbat meal</li> <li>• Know what makes Shabbat a day of rest and why Jewish families feel closer to God</li> <li>• Rest - relate back to their own lives</li> </ul> <p><b>Vocabulary:</b> Shabbat Jews creation celebrate</p>	<p><b>POS: <u>Why do Jewish families celebrate Shabbat?</u></b></p> <ul style="list-style-type: none"> <li>• Explore why rest is important</li> <li>• To investigate the role of Shabbat</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recall facts about Shabbat</li> <li>• Identify key symbols of a Shabbat meal</li> <li>• Know what makes Shabbat a day of rest and why Jewish families feel closer to God</li> <li>• Rest - relate back to their own lives</li> </ul> <p><b>Vocabulary:</b> Shabbat Jews creation celebrate</p>