

# Autumn Medium Term Overview 2025.26

Year Group: 1 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

OBreadth	Threshold Concept	Milestone 1	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p><b><u>Significant Events</u></b></p> <p><u>The Gunpowder Plot</u></p> <p><b><u>Vocabulary</u></b> Parliament Westminster Catholic Protestant Treason Punishment Gun powder plot</p>	<p><b>Investigate and interpret evidence</b></p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p><b>Lesson 1 – What is bonfire night?</b> Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. The lesson ends with the class listening to firework sounds and discussing and describing the sounds they make.</p> <p><b>Lesson 2 – King James I</b> Children will explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret.</p> <p><b>Lesson 3 – Who was Guy Fawkes?</b> Children will recap the religious tensions in England during the reign of King James I. They will find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do.</p>
	<p><b>Build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>•</li> </ul>	
	<p><b>Understand Chronology</b></p>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<p><b>Lesson 4 – November 5<sup>th</sup></b> Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling.</p> <p><b>Lesson 5 – What happened after the gunpowder plot?</b> We learn what happened to Guy Fawkes, how the names of the other plotters were discovered and how the events of 1605 led to modern day celebrations.</p> <p><b>Lesson 6 – Why Celebrate?</b> Children will recap what they have found out about Guy Fawkes and the Gunpowder Plot. They will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened.</p>
	<p><b>Communicate historically</b></p>	<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	

## Geography

<p><b><u>Mapping the local area</u></b></p> <ul style="list-style-type: none"> <li>Use satellite images of the local area.</li> <li>Grantham landmarks</li> </ul>	<p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<p>Lesson 1 Locating places in our school ground – talk about your favourite places to play in the school grounds and locate them on an aerial map.</p> <p>Lesson 2</p>
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<p>Vocabulary: Satellite image Local area landmarks</p>		<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p>Mapping our school grounds – plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map.</p> <p>Lesson 3 Planning a route – Plan a route to your local play area using aerial images and a large-scale map.</p> <p>Lesson 4 Observing geographical features on our route – observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. (Groups of 10 – in the morning whilst TA covers class across 3 mornings)</p> <p>Lesson 5 Making a map of our route – make a map of our route to our local play area (Springfield road map)</p>
	<p><b>Investigate patterns</b></p>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<p>Lesson 6 Improving our school grounds – make a map or model to show my ideas for improving the school grounds.</p>

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		<ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul>	
	<b>Communicate geographically</b>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	

## Art & Design

<p><b>Theme: animals</b></p> <p><b>Artwork for sketchbooks:</b></p>	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<p>Lesson 1</p> <p>How artists make marks – use a range of drawing tools in different ways to make marks.</p>
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<p>Odilia Fu – abstract mark making art</p> <p><i>Painting</i></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> <p><i>Drawing</i></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p><b>Master Techniques PAINTING</b></p> <p><b>DRAWING</b></p>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p>Lesson 2 Expressive mark marking – explore a range of different marks to tell a story and express emotions.</p> <p>Lesson 3 Mark making with ink and water – experiment with making ink to create a piece of art.</p> <p>Lesson 4 Textured marks with charcoal – create and describe a wide range of textured marks with charcoal.</p> <p>Lesson 5 Mark making and patterns – create a range of patterns and marks using drawing tools I have made.</p> <p>Lesson 6 Building drawing machines – create my own drawing machine using a variety of objects.</p>
<p><b><u>Vocabulary</u></b> Primary colours Secondary colours Vivid Symmetrical</p>	<p><b>Take inspiration from the greats</b></p>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	

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<p>Emotions Artist Tints Shades Tones Colour wheel Pattern texture</p>			
<h2>Design &amp; Technology</h2>			
<p>Introduction unit 1.1 What is Design and Technology? (pages 31-34) Structures (pages 35-41) strength stability finger fluency design inspiration guided design-think guided design-break guided design-re-think <b><u>Vocabulary</u></b></p>	<p><b>Master practical skills</b></p>	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<p>Lesson 1 – What is Design and Technology? Share “think, make, break, repeat” from CQ. Explain product design. Show pictures of phones from the earliest versions to now, how have they been improved?</p> <p>Lesson 2 – Structures Explain the different types of structures CQ. What do structures do? Look at different examples of structures, which type is it showing?</p> <p>Lesson 3 – Stability Go through objects being stable and unstable – example of Pisa being an example. Different examples of how to make something stable using anchor, brace and base. Pop tasks – CQ – have a go at making different examples.</p>
	<p><b>Design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Use software to design.</li> </ul>	<p>Lesson 4 – Frane structures Explain what a frame structure is involving beams, columns and slabs. Examples in nature and manufactured. Label pictures of different frame structures such as a chair with those 3 labels.</p> <p>Lesson 5 – Design inspiration Think about inspiration, purpose and users. Show example of a swing and from CQ. Collectively do an example of a chair. Guided design of a chair – look at different design options, who is it for, what will I use? Go through joining techniques of making the chair – flange join for the legs. Strengthening of cardboard box back with hinges.</p> <p>Lesson 6 – Making your structure. Use toilet roll tubes for legs and a cereal box for the base and back. Strengthen the back with hinges. Create your design on the box.</p>
	<p><b>Take inspiration from design throughout history</b></p>	<ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created.</li> </ul>	
<h2>Science</h2>			
<p><b>The Human Body (5 weeks)</b> <b>Seasonal changes (1 week)</b> <b>Materials (5 weeks)</b> <b>Seasonal changes (1 week)</b></p>	<p><b>Work scientifically</b></p>	<ul style="list-style-type: none"> <li>Ask simple questions.</li> <li>Observe closely, using simple equipment. Perform simple tests. Identify and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> </ul>	<p>The Human Body Step 1 Name and identify parts of the human body.</p> <p>Step 2</p>

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		<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions.</li> </ul>	<p>Draw and label parts of the human body.</p>
		<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ul>	<p>Step 3 Sight</p> <p>Step 4 Sound</p> <p>Step 5 Taste</p> <p>Step 6 Touch</p> <p>Step 7 Smell</p> <p>Seasonal Changes Step 1 Changes in Autumn</p> <p>Step 2 Collect and record data.</p> <p>Materials Step 1 Explore materials – wood, plastic, glass and metal.</p> <p>Step 2 Explore material – rock</p>

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			<p>Step 3 Objects and materials</p> <p>Step 4 Melt and freeze</p> <p>Step 5 Float or sink?</p> <p>Step 6 Does it absorb water?</p> <p>Step 7 Investigate materials.</p> <p>Seasonal Changes Step 1 Changes in winter</p> <p>Step 2 Gather and record data</p>
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## Computing

Technology around us	<ul style="list-style-type: none"> <li>Communicate</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class social media accounts.</li> </ul>	Lesson one: Technology round us
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<p>In this unit, learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p> <p><b>Digital painting</b> During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p><b>Vocabulary</b> Information Technology, computers, file, move, resize, compare, example, connected, safety, rules, responsibly, guidance</p> <p><b>Creating Media- Photography</b></p>	<ul style="list-style-type: none"> <li>Connect</li> </ul>	<ul style="list-style-type: none"> <li>Understand online risks and the age rules for sites</li> <li>Use a range of applications and devices in order to communicate ideas, work and messages</li> </ul>	<p>Technology is all around us, and we use it regularly throughout daily life. In this lesson, learners will become familiar with the term 'technology'. Referring to objects in their own school or classroom, they will learn to classify what is and what is not technology, plus they'll practice explaining how it helps us.</p> <p>Lesson two: Using technology In this lesson, learners will get to know the main parts of a desktop or laptop computer. They will apply this knowledge to use a computer to complete a mouse-based task.</p> <p>Lesson three: Developing mouse skills This lesson builds on the basic mouse skills introduced in lesson 2. Learners will have the opportunity to apply mouse skills to a more open-ended, creative task.</p> <p>Lesson four: Using a computer keyboard In this lesson, learners will experience using another input device: the computer keyboard. They will combine the use of the keyboard with use of the mouse to create a digital image with text.</p> <p>Lesson five: Developing keyboard skills</p>
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<p><b><u>Vocabulary</u></b> Devices, digital, photograph, landscape, portrait, composition, improve, lighting, focus, artificial, editing, adjust, real, changed</p>			<p>In this lesson, learners will become more familiar with the keyboard. They will recap skills introduced in the previous lesson and develop them further by using a greater range of keys on the keyboard.</p> <p>Lesson six: Using a computer responsibly In this lesson, learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply that to rules needed for using computer technology safely.</p> <p>Lesson seven: How can we paint using computers? This lesson introduces learners to the freehand tools available for digital painting.</p> <p>Lesson eight: Using shapes and lines. This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.</p> <p>To use the shape tool and the line tools</p> <ul style="list-style-type: none"><li>● I can make marks with the square and line tools</li></ul>
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			<ul style="list-style-type: none"><li>● I can use the shape and line tools effectively</li><li>● I can use the shape and line tools to recreate the work of an artist</li></ul> <p>Lesson nine: Making careful choices This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist. To make careful choices when painting a digital picture</p> <ul style="list-style-type: none"><li>● I can choose appropriate shapes</li><li>● I can make appropriate colour choices</li><li>● I can create a picture in the style of an artist</li></ul> <p>Lesson ten: Why did I choose that? This lesson increases learners' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. To explain why I chose the tools I used</p> <ul style="list-style-type: none"><li>☒ I know that different paint tools do different jobs</li><li>☒ I can choose appropriate paint tools and colours to recreate the work of an artist</li><li>☒ I can say which tools were helpful and why</li></ul> <p>Lesson eleven: Painting all by myself</p>
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			<p>Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.</p> <p>To use a computer on my own to paint a picture</p> <ul style="list-style-type: none"> <li>● I can make dots of colour on the page</li> <li>● I can change the colour and brush sizes</li> <li>● I can use dots of colour to create a picture in the style of an artist on my own</li> </ul> <p>Lesson twelve: Comparing computer art and painting.</p> <p>Learners compare their preferences when creating paintings on computers and on paper.</p> <p>To compare painting a picture on a computer and on paper</p> <ul style="list-style-type: none"> <li>● I can explain that pictures can be made in lots of different ways</li> <li>● I can spot the differences between painting on a computer and on paper</li> <li>● I can say whether I prefer painting using a computer or using paper</li> </ul>
<h2>Music</h2>			
<p>Y1 Unit 1: My music heartbeat  Unit 2: Dance, sing and play</p>	<p><b>Perform</b></p>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> </ul>	<p><b>See separate planning documentation from Charanga.</b> -Start to learn the song -Sing the song</p>

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<p><b>Vocabulary</b> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. Pulse – the regular heartbeat of the music; its steady beat. ●Rhythm – long and short sounds or patterns that happen over the pulse. ●Pitch – high and low sounds. ●Tempo – the speed of the music; fast or slow or in-between. ●Dynamics – how loud or quiet the music is. ●Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ●Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ●Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ●Notation – the link between sound and symbol.</p>		<ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	-sing the song and play instrumental parts within the song.
	<b>Compose</b>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	Warm up games Flexible games (optional) Improvise Compose
	<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance
	<b>Describe music</b>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	-Listen and appraise activities -Warm up games

## P.E

Get set for PE

Fundamentals

**Develop practical skills in order to participate,**

- Use the terms 'opponent' and 'team-mate'.

### LESSON 1

To explore balance. Stability and landing safely.

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<p><b><u>Vocabulary</u></b> balancing, running, changing direction, jumping, hopping and skipping, isolation and combination.</p> <p>Dance</p> <p><b><u>Vocabulary</u></b> Swaying, floating, gust, swirling, galloping. Aim, target, underarm, overarm, accuracy, distance.</p>	<p><b>compete and lead a healthy lifestyle</b></p>	<ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p><b>LESSON 2</b> To explore how the body moves differently when running at different speeds.</p> <p><b>LESSON 3</b> To explore changing direction and dodging.</p> <p><b>LESSON 4</b> To explore jumping, hopping and skipping actions.</p> <p><b>LESSON 5</b> To explore coordination and combining jumps.</p> <p><b>LESSON 6</b> To explore combination jumping and skipping in an individual rope.</p> <p><b>LESSON 1</b> Counting. To explore travelling actions. To be able to use counts of 8 to move in time with music.</p> <p><b>LESSON 2</b> Trees and leaves. To remember and repeat actions. To respond imaginatively to a stimulus.</p> <p><b>LESSON 3</b> Pirates. To copy, remember and repeat actions that represent the theme.</p> <p><b>LESSON 4</b> Pirates. To copy, remember and repeat actions. To choose and perform actions that represent the theme.</p> <p><b>LESSON 5</b> The lost toy. To use expression to show feelings. To create actions that relate to a story.</p>
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			<p><b>LESSON 6</b> The Lost Toy. To use a pathway when travelling. To remember and repeat actions.</p> <p><b>LESSON 7</b> Puddles. To choose actions that represent the theme. To copy, remember and repeat actions that represents the theme.</p> <p><b>LESSON 8</b> Puddles. To show changes in expression, level and shape.</p>
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## Worldviews

<p><b>God Christianity</b> Through the sequence of lessons, pupils will engage with the concepts of 'worldview, 'context', 'meaning &amp; purpose' and 'values &amp; morality'. They will explore what/who God is in relation to the Christian story of creation found in the Bible. Pupils will find out about the Bible as library—books written at different times and by different authors. They will explore what Christians believe about why there is something rather than nothing, how they look after the created world and look into where such beliefs come from. Using what they have learned, pupils will explore their own worldviews about creation, stories and caring</p>	<p><b>Understand beliefs and teachings</b></p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> </ul>	<p>Autumn Term 1 - Who is god to Christians and why does God matter to them?</p>
	<p><b>Understand practices and lifestyles</b></p>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices. Lesson 7-</li> <li></li> </ul>	<p>Lesson 1 Introducing Sam</p> <p>Lesson 2 Sam's special place</p> <p>Lesson 3 Why the word "God" is important to Sam</p>
	<p><b>Understand how beliefs are conveyed</b></p>	<ul style="list-style-type: none"> <li>Name some religious symbols</li> <li>Explain the meaning of some religious symbols.</li> </ul>	<p>Lesson 4 Finding out about God in the bible</p> <p>Lesson 5 A tory from the bible – creation</p> <p>Lesson 6</p>

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<p>for the world. Pupils will be able to ask questions about believing and use these skills in later lessons throughout the RE/Worldviews curriculum.</p> <p><b>Why is it important to say thank you?</b> Through the sequence of lessons, pupils will engage with the concepts 'worldview', 'context' and 'values and mortality'. They will explore what, when and how we say thank you to others. They will explore how Christians say thank you to God for the natural world. They will explore how two different families in different places will celebrate Harvest Festival and Sukkot. They will explore how they celebrate differently depending on the context.</p>			<p>Expressing Christian beliefs about God</p> <p>Autumn Term 2 – Why is it important to say thank you.</p> <p>Lesson 1 A trip to New Zealand</p> <p>Lesson 2 Celebrating the natural world</p> <p>Lesson 3 Saying thank you in Christian worldviews</p> <p>Lesson 4 Jewish beliefs about God in the natural world.</p> <p>Lesson 5 Saying thank you in jewish worldviews</p> <p>Lesson 6 Do we always have to say thank you?</p>
	<p><b>Reflect</b></p>	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	
	<p><b>Understand Values</b></p>	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'</li> </ul>	

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## Vocabulary

Old testament  
New testament  
Bible  
God Jesus  
Christianity forgiveness  
Miracle  
Teachings  
Worship Prayer Baptism Confirmation  
Easter Christmas Celebration  
Community  
Festival Church Pastor Bible Hymn  
Sunday Minister

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<p>Church Preist Service Wedding Chapel Worship</p>			
RSE & PSED			
<p><b>Being me in my world (term 1)</b> <b>Celebrating Differences (term 2)</b></p> <p><u><b>Vocabulary</b></u> Safe Special Calm Belonging Rights Responsibilities Learning Charter Rewards Proud Consequences Upset Disappointed Illustration</p>	<p>Families and Friendships</p>	<p>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>the role these different people play in children's lives and how they care for them</p> <p>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>	<p><b>Jigsaw RSHE scheme - Being me in my world</b></p> <p><b>Lesson 1</b>-Special and Safe</p> <ul style="list-style-type: none"> <li>I feel special and safe in my class</li> </ul> <p><b>Lesson 2</b>-My class</p> <ul style="list-style-type: none"> <li>I understand rights and responsibilities as a member of my class.</li> <li>I know that I belong to my class</li> </ul> <p><b>Lesson 3</b>- Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>I understand the rights and responsibilities of being a member of my class.</li> </ul> <p><b>Lesson 4</b> – Rewards and feeling proud</p> <ul style="list-style-type: none"> <li>I know my views are valued and can contribute to the Learning Charter.</li> <li>I recognise how it feels to be proud of an achievement</li> </ul> <p><b>Lesson 5</b>- Consequences</p> <ul style="list-style-type: none"> <li>I can recognise the choices I make and understand the consequences.</li> </ul> <p><b>Lesson 6</b>- Owing our Learning Charter.</p>
	<p>Safe relationships</p>	<p>about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>about what it means to keep something private, including parts of the body that are private</p>	

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		<p>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p>	<ul style="list-style-type: none"> <li>• I understand my rights and responsibilities within our Learning Charter.</li> <li>• I understand my choices in following the Learning Charter.</li> </ul> <p><b>Jigsaw RSHE scheme – Celebrating Difference</b></p> <p><b>Lesson 1-</b> The same as</p> <ul style="list-style-type: none"> <li>• I can identify similarities between people in my class.</li> <li>• I can tell you some ways in which I am the same as my friends</li> </ul>
	<p>Respecting ourselves and others</p>	<p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel</p> <p>about what respect means</p> <p>about class rules, being polite to others, sharing and taking turns</p>	<p><b>Lesson 2 –</b> Different from</p> <ul style="list-style-type: none"> <li>• I can identify differences between people in my class.</li> <li>• I can tell you some ways I am different from my friends.</li> </ul> <p><b>Lesson 3-</b> What is 'bullying'?</p> <ul style="list-style-type: none"> <li>• I can tell you what bullying is.</li> <li>• I understand how being bullied might feel.</li> </ul> <p><b>Lesson 4-</b> What do I do about bullying?</p> <ul style="list-style-type: none"> <li>• I know some people who I could talk to if I was feeling unhappy or being bullied.</li> <li>• I can be kind to children who are being bullied.</li> </ul> <p><b>Lesson 5-</b> Making new friends</p> <ul style="list-style-type: none"> <li>• I know how to make new friends</li> <li>• I know how it feels to make a new friend</li> </ul>

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			<p><b>Lesson 6</b> – Celebrating difference; celebrating me</p> <ul style="list-style-type: none"><li>• I can tell you some ways I am different from friends.</li><li>• I understand these differences make us all special and unique</li></ul>
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