The Victorians







Leopards - Class 2

Year 1/2

Mrs Hayes Class Teacher

Mrs Barron TLA

Mrs Chopra and Mrs Morello SENTAs

Class 2 Autumn 2 2026 English Planning

WOW Stimulus –

- Autumn Welly Walk in Chatsworth to help with poetry writing
- Music/songs for nativity

Purpose and Audience:

- Acrostic Poems for display in Classroom + Class Poetry Book
- Children in Need Enterprise – Whole school + families
- Nativity to be performed to the whole school and families.

Rich Text/s:

- Fiction: Hibernation Hotel – by John Kelly
- Fiction: The Strom Whale in Winter – by Benji Davis
- Poetry: The Lost Words – by Robert Macfarlane
- Fiction: The Owl Who Was Afraid of the Dark – by Jill Tomlinson
- Non-fiction: A range of information books about **The Victorians** and **Whales**.

Guided/Reciprocal Reading:

- Little Wandle Group Reading
- Reading Vipers

Speaking/listening/performing:

- To work as part of a group suggesting ideas about raising money for Children in Need - enterprise
- To participate in the Nativity performance

Wks.	Genre	Phonics/ Spelling	Key objectives	Activities Texts/ Resources Cross-curricular links	SEND	Handwriting
1	Autumn Poetry (Welly walk and The Lost words for inspiration)	Phonics- Y1 – Phase 5 Spellings – Begin bridge to spelling – How do I use grow the code to help me spell Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	✓ Y1. To use capital letters to start sentences and full stops to end them. ✓ Y1. To write simple sentences. ✓ Y2. To make consistent use of capital letters and full stops. ✓ Y2 – To plan / say out loud what they are going to write. ✓ To make simple additions, revisions and corrections to their own writing (Try using different colours for capital letters and full stops). ✓ Powerful verbs and adjectives	Main Activity – Mon – Welly walk - 1:1 reading and change books later. Tues – LW Reading groups AND Colourful semantics recap of a good sentence. Explore how we reread, check and correct as a class. Wed – LW Reading groups AND Read a selection of poems from The Lost Words and explore acrostic poetry. Thurs/Fri - LW Reading groups AND Remind of Welly Walk and what we saw to write an acrostic poem. Thursday 5th Nov – read Bonfire night poetry at the end of the day.	To explore the theme of: **Bonfire night** Splatter paint for fireworks art Mark making spirals and wavy lines Blend soft pastels for fire and flames Explore onomatopoeia words such as: **Bang, pop, fizz** Can you say them to describe the fireworks?	Handwriting – Ladder Letters l i Y1 – Lower-case and capital letter formation Revision of digit formation. Y2 – begin to practise precursive letter formation.

2	Fiction Hibernation Hotel Talk and draw before you write Enterprise activities based on Children in Need	<u>Phonics</u>- Y1 – Phase 5 <u>Spellings -</u> Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words?	✓ I can read and respond to a story ✓ I can use adjectives to describe the bear ✓ I can add suffixes 'ing' and 'ed' ✓ I can sequence the stories events	<u>Main Activity –</u> To use Hibernation Hotel (Class Text) as a stimulus. Mon – 1:1 reading and change books. Colourful semantics. Sentence writing describing the bear. Handwriting focus. Tues – LW Reading groups AND Investigate adding the suffix 'ing' to verbs. Wed - LW Reading groups AND Investigate adding the suffix 'ed' to verbs. Thurs - LW Reading groups AND 'Talk and Draw before you write' chn to plan story in pairs talking and drawing the sequence of events. Fri – Enterprise for CIN	Read Hibernation Hotel. Ask questions: who are bears friends? Etc and find out together. Draw bear and verbally describe 'big, brown, hairy..' staff to scribe. Sequence pictures from the story Take part in CIN activities.	<u>Handwriting</u> – Ladder Letters t Y1 – Lower-case and capital letter formation Revision of digit formation. Y2 – begin to practise precursive letter formation.
3	Fiction Hibernation Hotel Retelling of story	<u>Phonics</u>- Y1 – Phase 5 <u>Spellings -</u> Why do I double the final letter in some words when I add the suffix -ing?	✓ I can make a plan for writing ✓ I can retell a story ✓ I can add suffixes 'ing' or 'ed'	<u>Main Activity –</u> To cont. use Hibernation Hotel (Class Text) as a stimulus. Mon – 1:1 reading and change books. Colourful semantics. Sentence writing describing a picture from the book. Handwriting focus. Tues – LW Reading groups AND use drawings from last week to make a plan for writing Wed - LW Reading groups AND retell story in books – remind about adding suffixes Thurs - LW Reading groups AND finish story Fri – Reading comprehension activity Twinkl The Bear who came to babysit	Read Brown Bear, Brown Bear, what do you see? Bing Videos Explore colours in the book. Matching colours games Paint/ colour in templates of animals to match the ones in the book – child to talk and choose the right colour. Sequence the animals, what animal comes next?	<u>Handwriting</u> – <u>Handwriting</u> – Ladder Letters j y Y1 – Lower-case and capital letter formation Revision of digit formation. Y2 – begin to practise precursive letter formation.

					As reading and more familiar with story.	
4	Fiction The Storm Whale in Winter Postcards	<u>Phonics</u>- Y1 – Phase 5 <u>Spellings –</u> Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	✓ Participate in discussions about books ✓ To retell part of a story as a blurb ✓ Select most appropriate adjectives to improve a sentence ✓ To write a postcard from Noi's Island in winter	<u>Main Activity –</u> Children are to read The Storm Whale by Benji Davies as a stimulus. Mon – 1:1 reading and change books. Colourful semantics. Sentence writing describing Noi from the book. Handwriting focus. Tues – LW Reading groups AND Chn write a blurb to retell part of the story. Wed - LW Reading groups AND write expanded noun phrases and improve word choices. Thurs - LW Reading groups AND use adjectives to draft a postcard from Noi's island in winter. Fri – Write postcards in best handwriting and illustrate.	Read The Storm Whale Encourage play with small world whale and boat Hide the boat in ice to crack and release Create fake snow with flour and a sieve Retell the story through play	<u>Handwriting</u> – <u>Handwriting</u> – Recap all Ladder Letters Y1 – Lower-case and capital letter formation Revision of digit formation. Y2 – begin to practise precursive letter formation.
5	Assessment week	<u>Phonics</u>- Y1 – Phase 5 <u>Spellings –</u> Assessment week	✓ Assessment week	<u>Main Activity –</u> Children are to participate in end of term assessments Mon – 1:1 reading and change books. SPaG paper Tues – Reading comp paper Wed – Maths paper Thurs – Independent writing activity (from picture stimulus) Fri – Common exception word spelling check/finish writing	<u>Assessment week</u> Set up activities to allow you to assess: Communication and lang (objects in a bag to discover, name and describe) Reading pre skills (engagement with books, joining in with repeated refrains) Mark making progress (draw self and family encourage describing and	<u>Handwriting</u> Recap of Ladder Letters and Curly Caterpillar Letters. Capital letter formation Spacing Consistent size

					extra marks to represent names) Maths (use white rose assessment guide) Physical and independence (arrange a circuit outside to assess different movements, rolling, hopping, jumping, climbing etc) check putting on own coat and shoes/toileting. Also use evidence gathered and statements to guide final thoughts on assessments	
6	Nativity Week Letters to Father Christmas	<u>Phonics</u>- Y1 – Phase 5 Assessment week <u>Spellings</u> – Recapping after assessments	✓ To write a list ✓ Features of letter writing ✓ Statements, exclamations and questions	<u>Main Activity –</u> Children are to participate in their Nativity performance. Mon – 1:1 reading and change books. Colourful semantics sentences. Christmas picture stimulus Tues – LW Reading groups AND Punctuation, question marks, exclamation marks and using commas in a list. Wed – LW Reading groups AND features of a letter Thurs – LW Reading groups AND Chn write a draft letter to Father Christmas asking questions and including an exclamation Fri – Finish letters in best and decorate	Read The Night before Christmas and other fun Christmas books Father Christmas collage Decorate wooden discs and wrap to give as gifts. Encourage making labels and using marks to represent names.	<u>Handwriting</u> – Recap of Ladder Letters and Curly Caterpillar Letters. Capital letter formation Spacing Consistent size

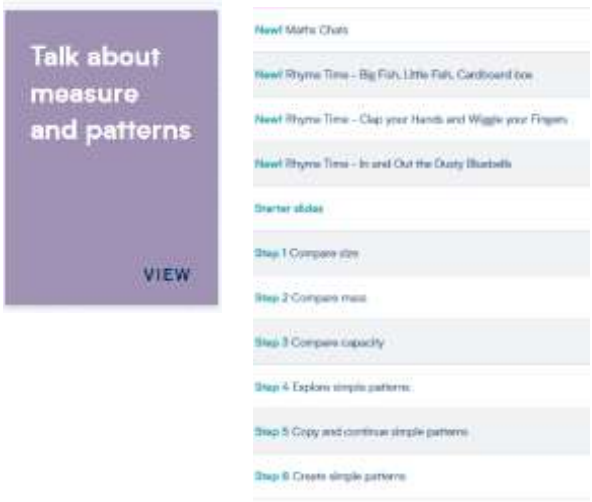
7	Last week of term Christmas craft activities	Common exception words consolidate	✓ Christmas activities	Christmas activities including: Mon/Tues – Change books and send extra for holidays - Making and writing Christmas cards Wed – Christmas senses poem draft Thurs – Write senses poem in best in books Fri – last day Christmas crafts	Christmas activities and crafts Make Christmas card and encourage making marks inside to write names	<u>Handwriting</u> – Recap of Ladder Letters and Curly Caterpillar Letters. Capital letter formation Spacing Consistent size

Maths Autumn Term 2

Year 1 and SEND







Year 2







Science Medium Term Plan

(Year 1 taught by Mrs Whitfield)

Overview Year 2

Animals inc Humans: Life cycles and health	1 Knowledge, skills, practical	2 Knowledge, skills, practical	3 Knowledge, skills, practical	4 Knowledge, skills, practical	5 Knowledge, skills, practical	6 Knowledge, skills, practical	7 Knowledge, skills, practical
	Animal offspring	Life Cycles	Growing up	Survival	Exercise and hygiene	Healthy Living	Assessment
Key skills: ✓ Measure using simple equipment ✓ Record results in a table ✓ Use data to answer a simple question ✓ Research Key Knowledge: ✓ Identify stages in life cycles ✓ Basic needs of survival ✓ How to take care of personal hygiene ✓ Positive effects of exercise ✓ Different food groups	To match, sort and group young animals and their adults.	To make careful observations about the life cycles of a variety of animals.	To record the similarities and differences between different stages of the human life cycle.	To gather information about the survival needs of humans and animals.	To ask questions about how exercise makes our bodies feel.	To use correct scientific vocabulary to describe how to keep our bodies healthy.	End of unit assessment.

History

The Victorians – Year 2

Week	Key Question/ Objectives	Content and Resources
1	What was life like for a rich Victorian? What was life like for a poor Victorian?	Compare the homes and lives with modern day. Use images from our trip to Abbeydale Industrial Hamlet to support comparison of rich and poor housing. Look at brick houses to support the fact 4 - **that Victorian houses were often made of brick.**
2	What were Victorian schools like? How were schools similar and different to schools today?	**Fact 5 - In the Victorian era school became a place for all children, not just the wealthy.** Comparing schools now and then. Venn diagram to complete. Children role play Victorian school activities.
3	What was Christmas like in Victorian times? What Victorian traditions do we still have today?	To find out which Christmas traditions originated in Victorian times. What were Victorian toys like? Look at a variety of children's favourite toys today. What are they made of? Show pictures and artefacts of Victorian toys. How are they similar and different? End of topic assessment
4	**Extra Y2 learning – History** How did we learn to fly? Who were the Wright brothers?	Use Kapow resources to learn about the first flights and the Wright brothers.
5	**Nativity rehearsals**	
6	**Nativity week**	

PSHE Matters

Year 2

KS1

Being Unique and Special

- Recognise and share facts about themselves.
- Identify their likes and dislikes and what they are good at.
- Talk about some ways that they are special.

Understanding Similarities and Differences

- Recognise how friends can have both similarities and differences.
- Show some simple ways to respect and celebrate other's differences.

Being Part of a Community

- Name some groups that they belong to.
- Talk about how being part of a group makes them feel.

Key Stage 1
Being Me

Learning opportunities

- ✓ What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. (GW8) (RKR10)
- ✓ That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things. (RKR1)
- ✓ How to respectfully express their likes, dislikes and needs, and listen to other people. (RKR3) (RKR5)
- ✓ How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. (GW1) (RKR4) (GW1)

Activities

1. Talk with the class about what makes each person special, such as their likes, hobbies, personality, family, or appearance. Give each child a strip of paper and ask them to draw or write one thing that makes them unique. Help them form their strips into rings and link them together to make a class paper chain. Hang the chain in the classroom and use it to talk about how everyone is different but connected, celebrating what makes each child special. **(RKR8, RKR10, RKR1)**

2. Prepare a decorated box with a mirror inside it. Introduce the magic box to the children and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful not to spoil it for others and not to tell until everyone has had a turn. Provide a range of feelings words. Ask the children to write down how they felt when they looked in the box? Why is knowing we are all special important? **(GW3,GW4,GW5,RKR8, RKR10)**

3. Read the story *'The Name Jar'*\ https://www.youtube.com/watch?v=192ytnVUCUQ with the class and discuss why Unhei wanted to change her name, why the other children treated her differently, and what we can learn about kindness and diversity from the story. Sit the children in a circle and pass around a speaking object, asking each child to say, "My name is ___," with the class clapping and smiling after each turn. Then, model an example name poster and provide children with a word frame, pens, stickers, and pictures so they can design their own personalised poster celebrating their name. Highlight that everyone is different, special, and part of the class, and create a class display of the finished posters. Optionally, encourage children to find out why they were given their name and any meaning behind it to share with the class. **(RKR8, RKR10)**

4. In a large area, arrange mats to resemble stepping stones across a swamp and invite the children to use their imagination to cross it to find happiness, explaining that crocodiles are in the swamp and the only way to keep their toes safe is to think positively and say something good about themselves; make a list of possible positive statements together. Have the children take turns crossing the swamp, saying something positive at each step, and discuss how they could help a friend if someone gets stuck. After the activity, talk about how supporting each other made them feel and explore situations where people could be more encouraging, sharing ideas as a class. **(RKR8, RKR10)**

5. Display images of different foods or toys on the board and ask the children to vote for their favourite. Then, in pairs, encourage them to persuade their partner why their choice is the best. Talk together about the kinds of arguments they used. Ask the class whether it really matters if we all like different things and discuss how having different preferences is part of what makes each of us unique. **(RKR8, RKR10, RKR1, RKR5)**

6. Watch the film clip *'The Present'*\ https://www.literacyshed.com/en-us/resource/the-present-film-en-gb and discuss the story, focusing on the boy and his new three-legged puppy. Discuss how the dog is similar to and different from other dogs the children know, and why the boy might feel unsure at first and how his feelings change. Encourage children to share how they might feel in the boy's place and why different people react differently to new situations. Finally, have them write a short diary entry pretending to be the boy, describing the dog and his feelings. Share some of the children's ideas. Reflect on how both the dog and the boy are unique. **(GW3, GW4, GW5, RKR8, RKR10)**

7. Ask the class to explore their school and local community, noticing good things, what they are proud of, the groups they belong to, and people who are special to them. Encourage them to record their ideas through drawings or simple notes. Ask: How does it feel to be part of a group or community? Back in the classroom, share and celebrate the different contributions, then create a class display to highlight the community. Finally, guide the children to make a thank-you card for someone in their school or community to show their gratitude.

8. Watch the clip: www.bbc.co.uk/programmes/p011l9pf and then ask questions about how the monkeys are different and what they are good at. Encourage the children to share what they themselves are good at and make a collective class list. Using these ideas, guide the class to create a simple dance, poem, or wall display titled 'Being Us' that celebrates each child's strengths and individuality. **(RKR8, RKR10)**

9. Sit the children in a circle and explain what a compliment is, modelling examples (e.g. "You are kind," "You are a good friend," "You try hard"). Give one child a soft toy or talking object. The child gives a compliment to someone else in the circle, then passes the object on. Ensure everyone is included by continuing the activity until every child has both given and received a compliment. You may guide the order or support children with sentence starters to make sure no one is missed. Alternatively, use sticky notes so each child receives at least one written compliment. Afterwards, discuss how it felt to give and receive kind words and why compliments are important. You could display some of the compliments as a 'Kind Words' wall. Finish by reinforcing that everyone has positive qualities and deserves to feel valued. **(RKR8, RKR10)**

Assessment Suggestion

Baseline:
Draw and write what makes you special.

Summative:
Add to the picture in a different colour anything else you would like to add. What have you noticed?

Reflection

Knowing that I am special matters because…

Activate W
Go to Settings

Key Stage 1

Difference and Diversity

Learning opportunities

- ✓ What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. RKR8 RKR10
- ✓ That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things. RKR1
- ✓ That there are different types of family, and that everyone's family is unique and special. F3
- ✓ What a family is and who is in our family. F1 F2
- ✓ How families show love and care, and different ways they can spend time together and share each other's lives. F2 F4
- ✓ Different jobs that people do, including roles and responsibilities people have in their community.

Activities

1. Introduce the words 'same,' similar,' different' and 'equal.' Play a game of 'find someone who' using the following statements.

   As children move around the classroom, ask them to find someone who:

   1. has similar shoes.
   2. has different coloured hair.
   3. is equally special.
   4. has different sized feet.
   5. has the same colour eyes.

   Think of synonyms for the words same/similar, different, and equal. Ask the children what they noticed from the activity.

Read the story book, *'It's Okay to be different'* by Todd Parr: https://www.youtube.com/watch?v=z41mt3hNytM. Introduce phrases that celebrate difference and diversity. Read the book, *'Perfectly Norman'* by Tom Percival: https://www.youtube.com/watch?v=CkynBfbSflk

Ask: What was Norman worried about? How could we help Norman if he was in our class?

Discuss: What makes every one of us special/unique? Model a one-page profile and then using the templates ask the children to develop their own: https://sheffkids.co.uk/resources/

Ask: Why does getting to know each other better help us to get along better?

Conclude by asking each child to finish this sentence: I am special/unique because...
(RKR8, RKR10, RKR1)

2. Read a book about families e.g., *'Family Book'* by Todd Parr and/or *'And Tango Makes Three'* published by Simon and Schuster.

   Discuss in pairs, then ask them to draw and write in pairs what they have learnt about families from the stories
   (F3)

3. Discuss: What makes up a family? Watch the video, Caring Family Networks, from the BBC Our Family series: https://www.bbc.co.uk/teach/class-clips-video/articles/zwb2jsg#zdhf9ty Talk about Ivy's family, who was in it? What sort of things did they do together? Ask the children to think about ways that their family is different and similar to Ivy's family. Ask the children to produce a family portrait including pets, labelling who they are. Share and celebrate. Finish with children completing the sentence: My family is special because...
   (F1, F2, F3, F4)

4. Use the website to share some of the places Barnaby has visited: https://www.bbc.co.uk/programmes/b006mfzw/clips Ask the class to identify somewhere they have lived or visited in the UK or further afield. Ask the children to imagine they are going on holiday, where would they like to go? Why? What would they pack in their suitcase? Provide a suitcase template. Ask children to draw everything they would take with them on holiday. Compare pictures. What is the same/different?

   Go round the group and ask children to finish the sentence: My favourite thing to do on holiday with my family is...
   (F2, F4)

5. Read the book, *'Same, Same but Different'* by Jenny Sue Kostecki-Shaw: www.youtube.com/watch?v=MjK1J0jUxD4 In pairs, ask the class to think of three things that were the same but different about the characters.

   Ask the children to draw pictures showing all the ways that the children are 'different but the same in the story.

   Discuss how they are the same but different to children in their class and school.
   (RKR8, RKR10)

6. Watch the video of the boy creating an igloo to introduce a place that contrasts with the school's locality: https://www.youtube.com/watch?v=ky57HCQPSNk. In groups, ask the children to compare the life of the boy in the video to their own.
   (RKR8, RKR10)

7. Ask the children to draw a picture of a pirate, an astronaut, a scientist, a dancer or firefighter. When complete, ask if the character is male or female? Introduce a range of people who are dancers, scientists, firefighters of all genders. Address any stereotypes that might have been present in the children's pictures. What would their job involve? Invite people from your community to talk about their jobs. Ask what qualities/skills do people need to do these jobs? Read the *'The Queen Engineer'* by Suzanne Hemming: https://www.youtube.com/watch?v=yrAus5Ti6l4 Ask why did the King think Flo could not be an engineer?

   In pairs, ask the children to build a tower using scrap materials. Once complete, compare the towers, what skills and qualities did they use and need to build the tower? How might these skills and qualities help them in their future careers?

   Create a Venn diagram using two hoops. Gather some toys together and ask children to put them in the hoops according to whether they are boys' toys or girls' toys.

   The idea is to stimulate a discussion about gender stereotypes through thinking about whether toys should be for boys or girls. Ask why do people get the idea that some things are for girls and some are for boys? Is this fair? Can anyone play with anything?
   (RKR1)

8. Read the story 'My Hair' by Hannah Lee: https://www.youtube.com/watch?v=x2SvbDdoDQE

   How many hairstyles can you remember from the story? Ask: What do you like about your hair? Draw a hairstyle you would love to have, explaining why. How can we show respect for different hair types and styles?
   (RKR8, RKR10, RKR1, RKR5)

Assessment Suggestion

Baseline:

Draw and write activity, *'A family looks like...'*

The child then draws a picture and can label it and/or write sentences beside it to explain.

Summative:

Use the Draw and write activity which was completed in the baseline task and add anything else in a different colour.

Reflection

Being different is ok because…

SEND

EYFS

Difference and Diversity

Enabling Environment

Continuous Provision and Daily Routine

- Learn basic sign language or Makaton signs and use these alongside spoken words as routine.

  Encourage all children and adults to learn and use the signs so that if a signing or non-verbal child joins their class they will be able to communicate with everyone.
- Add different dressing up props and equipment to your role play area (indoors and outdoors) so that children can act out different roles e.g. a mechanic, a nurse, a ballerina, a scientist. Display pictures of jobs people do with the intention of removing gender stereotypes.
- Ensure that books, posters and props represent differences in age, ethnicity and ability and challenge stereotypes, e.g. female astronaut, male nurse etc.
- Ensure role play props reflect different ethnicities and cultures, including the unfamiliar.

Books, Songs and Rhymes

- *'Anna Hibiscus Song'* by Atinuke Lauren Tobia.
- *'Dinosaur Department Store'* by Richard Merrit.
- *'Julian is a Mermaid'* by Jessica Love.
- *'Ada Twist Scientist'* by Andrea Beaty.
- *'Handa's Surprise'* by Eileen Browne.
- *'The Frog and the Stranger'* by Max Vethuijus.
- *'The Family Book'* by Todd Parr.
- *'Ruby's Worry'* by Tom Percival.
- *'Dogs Don't do Ballet'* by Anna Kemp.
- *'This is our House'* by Michael Rosen.
- *'Whoever you are'* by Mem Fox.
- *'My World, Your World'* by Melanie Walsh.
- *'Norman the Slug with the Silly Shell'* by Sue Hendra.

Invitations for Learning

- Use the book, 'Anna Hibiscus Song' as a stimulus. Circle time activity: How do we know when Anna is happy? What do you like to do when you are happy? For example, 'When I am happy I like to sing.'
- Make a happiness box and put inside all the things that make you happy. Share ideas and talk about similarities and differences.
- Use 'Handa's Surprise' as a stimulus for a food tasting activity: Which fruits do you like the best? Identify which parts of the world the fruits are from. Why was Handa carrying a basket on her head? How many bean bags can you balance on your head? Who can walk the furthest without dropping them?
- Read the story, 'Julian is a Mermaid.' What do you love to do? What would you like to be when you are older? Share ideas.
- Read the book, 'The Frog and the Stranger'. How do we show kindness? What could we do to welcome rat into our classroom? Give the children a class toy rat to look after. Take it in turns. How would you include rat in your play? Why might it be hard for rat to fit in?
- Look at nature. Go on a colour treasure hunt. What can you find that is red, yellow or green?
- Read the book, 'The Family Book' by Todd Parr. Create a class book called 'Our Families'. Who do you want to include on your page?
- Using the book, 'This is Our House', provide a selection of materials like cardboard boxes of various sizes, card, corrugated paper, lolly sticks, tubes, cellophane, fabric, sticks, clay and straw so children can make their own house. Who lives in your house? Make peg dolls to represent your family members and put them in your house.
- Provide a range of eating utensils- forks, spoons, chop sticks etc. Provide children with a range of dried foods. Can they move them with their different utensils? Discuss different ways of eating and traditions.
- Introduce music and share dances from around the world.

Adult Interactions

- Talk to the children to help them understand what we can do to make all children feel included and accepted.
- Encourage children to play with a variety of friends from all backgrounds, so that everyone experiences being included.
- Talk to the children about why they are special.
- Help children to identify that we are all different and that is ok.
- Take time to discuss how we can include others.
- Talk about ways we can learn from each other.
- Discuss the importance of respecting each other's differences.
- Discuss with the children why people might be treated unfairly.
- Help children to form positive relationships.
- Support children with initiating conversations.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of listening to each other's interests and beliefs.
- Address any behaviour or attitudes that are not inclusive.
- Demonstrate and model strategies to include everyone.

Home Learning Environment

- Invite parents to share favourite recipes and make a class recipe book. Invite everyone for a 'bring and share' lunch or picnic.
- Ask parents and children to fill in a one-page profile together.
- Decorate a stone with their favourite colours; bring it into school and compare similarities and differences.
- Help children choose an object or photograph to bring in connected to something they do outside of school; talk to others about their sport, hobby, pet or club. Is it ok to like different things? Can you still be friends?

Assessment Opportunities

(Development Matters, September 2023)

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.

(Early Learning Goal)

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different from the one in which they live.

Reflection

Being kind means…

RE
Year 1 and 2

Why does Christmas matter to Christians?
Key Vocabulary • Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration
Lesson 1: Who was Jesus? Lesson 2: What happened in the story of the birth of Jesus? Lesson 3: Was Jesus born where people would have expected? Lesson 4: Why is waiting and preparing for Christmas important for many Christians? Lesson 5: What do some people like to say thank you for at Christmas? Lesson 6: How do people use the story of the nativity to guide their beliefs at Christmas? Assessment

Art/DT Medium Term Plan

Overview Y1/2

Class 2 Y1/2	**Subject** Art & DT	**Topic** Painting and mixed media- colour mixing Christmas crafts	**Prior Knowledge/Skills** Drawing: Exploring line and shape The Victorians

Week	**Learning Intention**	**Teaching activity**	**SEND adaptation (if needed)**	**Resources**
1.	To create posters etc for Children in Need enterprise	Children form groups to create posters and resources for games for the enterprise day next week.	Pudsey bear colouring Making coloured spots with different mediums and on different materials (paper, fabric, foil)	Large rolls of paper Paints etc Cardboard box and lollipop sticks Poster paper and colouring pencils
2.	Who is Frida Kahlo?	To explore the whole school artist and artwork of Frida Kahlo in art corridor and respond by making own portrait in style of the artist.	Take black and white photo of self and enlarge to paint colour, cut and collage.	Artwork examples to explore in sketchbooks
3.	Exploring primary and secondary colours	Mixing primary and secondary colours in sketchbooks	Colour mixing to make secondary colours on large rolls of paper. Use rollers, brushes, sponges etc to mix colours and describe what is happening.	Paint Rolls of paper Sketchbooks

4.	Paint using secondary colours for a purpose	To create a poster and programme cover for our Nativity	Collage of nativity scene, cutting and sticking and using different materials/fabrics	Paper and paint
5.	Using paint in different ways	To explore how artists use paint in different ways and apply colour mixing skills	Colour mixing activity for a purpose – perhaps make green for a Christmas tree and stick-on decorations	
6.	Design and Technology	Design and build a fairground wheel	Fairground wheel 1:1 to support the make and child to decorate	Milk bottles – 4 pints Cereal boxes Straws Paper plates cards
7.	Christmas crafts	To make Christmas decorations to take home. Clay tree decorations	Christmas crafts: Christmas card Clay and cutter to make a tree decoration Printing to make Christmas wrapping paper Father Christmas collage	Clay Ribbon Cutters Sandpaper

Computing

Year 2 – Computing systems and networks - Word Processing

Week 1	Week 2	Week 3	Week 4	Week 5
Lesson 1: Getting to know the keyboard	Lesson 2: Getting started with word processing	Lesson 3: Newspaper writer	Lesson 4: Poetry book	Lesson 5: Digital writer
To begin to learn to touch type.	To understand how to use a word processor.	To understand how to add images to a text document.	To create a text using sources from the internet.	To create a digital piece of writing.

Year 1 – Computing systems and networks – improving mouse skills

Week 1	Week 2	Week 3	Week 4	Week 5
Lesson 1: Logging in	Lesson 2: Click and drag skills	Lesson 3: Drawing shapes	Lesson 4: Drawing a story	Lesson 5: Self-portrait
To log in to a computer and access a website.	To develop mouse skills.	To use mouse skills to draw and edit shapes.	To draw a scene from a story using digital tools.	To create a self-portrait using digital techniques.