YEAR B		Autumn	Spring	Summer
Year 1 and 2		**Castles and…**	**On The Move**	**Wild and Wonderful - Minibeasts**
	Maths	• **Number: Place Value** - **count, read and write forwards and backwards** (Y1 to 10/20; Y2 to 100); **represent numbers as tens and ones** (Y1 numbers from 11-20/tens and ones; Y2 numbers to 100, using place value chart); **compare groups and numbers** (Y1 one to one correspondence, compare groups using language, compare groups of objects, introduce <,> and = symbols, compare number 10 and 20; Y2 compare objects, compare numbers); **order numbers** (Y1 order objects and numbers 10 and 20, ordinal numbers the number line; Y2 order objects and numbers); **sort, count and represent objects** (Y1 sort, count and represent objects); **count one more and one less** (Y1 count one more and one less) • **Number: Addition and Subtraction** - **fact families and number bonds** (Y1 fact families - addition facts, find number bonds within 10, systematic methods within 10, compare number bonds, fact families - the eight facts, find and make number bonds, related facts; Y2 fact families- addition and subtraction bonds to 20, check calculations, bonds to 100 (tens), bonds to 100 (tens and ones), make the same amount - money); **part-whole model** (Y1 addition symbol, adding together, finding a part, subtraction-breaking apart); **add and subtract** (Y2 add and subtract 1s, 10 more and 10 less, add and subtract 10s) • **Measurement: Length, Weight and Capacity** - **measure length** (Y1 introduce measuring length; Y2 measuring length and height - cm and m); **compare and order lengths** (Y2 - four operations with length); **weight and mass** (Y1 introduce weight and mass; Y2 compare mass); **measure and compare mass** (Y1 measure and compare mass; Y2 measure and compare mass - g and kg); **capacity and volume** (Y1 introduce capacity and volume; Y2 compare capacity); **measure and compare capacity** (Y1 measure and compare capacity; Y2 - ml and l); **temperature** (Y2 temperature) • **Number: Multiplication and Division** - **numbers to 50** (Y1 numbers to 50, tens and ones, represent numbers to 50, one more one less, compare objects and numbers within 50, order numbers within 50); **counting in multiples** (Y1 count in 2s, 5s 10s, counting in coins; Y2 count in 2s, 3s, 5s, 10s, count money - pence and pounds); **equal groups** (make equal groups, add equal groups; Y2 recognise equal groups, make equal groups, add equal groups, the multiplication symbol, multiplication from pictures); **arrays** (Y1 make arrays, make doubles;Y2 use arrays, create arrays); **times-tables** (Y2 2,5,10 times-table) • **Problem-Solving** • **Investigations**	• **Number: Fractions** - **equal parts** (Y2 make equal parts); **halves** (Y1 find a half; Y2 recognise a half, find a half); **quarters** (Y1 find a quarter; Y2 recognise a quarter, find a quarter); **thirds** (Y2 recognise a third, find a third); **unit and non-unit fractions** (Y2 unit fractions, non-unit fractions, equivalence of 1/2 and 2/4, find three quarters); **counting** (Y2 count in fractions) • **Number: Multiplication, Division, Addition and Subtraction** - **sharing** (make equal groups - sharing); **grouping** (make equal groups - grouping); **divide by 2** (Y2 divide by 2, odd and even numbers); **divide by 5 and 10** (Y2 divide by 5, divide by 10); **add and subtract** (Y2 crossing place value boundaries in addition and subtraction; using inverses) • **Money – money** (Y1 recognising coins, recognising notes; Y2 count money - notes and coins, select money) • **Time** - **ordering events** (Y1 before and after, dates); **telling the time** (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); **hours and days** (Y1 days of the week; Y2 hours and days); **write and compare time** (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time) • **Number: Place Value – place value to 100** (Y1 counting to 100, partitioning numbers, comparing numbers, ordering numbers, one more, one less); Y2 partitioning to add and subtract) • **Geometry: Shape** - **recognise and name shapes** (recognise and name 2D and 3D shapes); **2D shapes** (Y2 count side on 2D shapes, count vertices on 2D shapes, draw 2D shapes, lines of symmetry); **3D shapes** (Y2 count faces on 3D shapes, count edges on 3D shapes, count vertices on 3D shapes); **sorting** (sort 2D and 3D shapes); **patterns** (Y1 patterns with 3D and 2D shapes; Y2 make patterns with 2D shapes, make patterns with 3D shapes) • **Statistics** - **statistics** (make tally charts, draw pictograms, interpret pictograms, block diagrams) • **Problem-Solving** • **Investigations**	• **Number: Four Operations – number lines** (using number lines to add, subtract, multiply and divide, counting in steps); **inverses** (understanding the inverse operation); Counting in steps and partitioning numbers to jump on the number line • **Money – money** (coin totals, calculating change, comparing money using <,>,=)) • **Time - ordering events** (Y1 before and after, dates); **telling the time** (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); **hours and days** (Y2 hours and days); **write and compare time** (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time) • **Geometry: Shape – 2D shapes (**lines of symmetry, symmetrical and asymmetrical shapes); **angles** (recognising and finding right angles; Y2 understanding angles - obtuse/acute) • **Statistics** - **increments** (Y1 make tally charts, draw pictograms, interpret pictograms, block diagrams with increments of 2, 5 and 10; Y2 make tally charts, draw pictograms, interpret pictograms, block diagrams including halves) • **Number: Place Value – estimation** – (estimating with place value; rounding numbers up or down to their nearest 10 (Y1) or 100 (Y2) • **Number: Fractions – comparing fractions** (compare fractions, sort fractions) • **Geometry: Position and Direction** - **turns** (Y1 describe turns; Y2 describing turns); **movement** (Y1 describe position; Y2 describing movement and turns); **position** (Y1 describe position); **patterns with shapes** (Y2 making patterns with shapes) • **Problem-Solving** • **Investigations**

	English	Descriptive writing - the egg/secret quest Research - animals that hatch from eggs Information writing - Egg Book Information posters - reptiles Story sequencing - The Egg by MP Robertson Instruction writing - how to look after a dragon Poster - author study – MP Robertson Descriptive writing - William's Dragon – the purpose of a "lift the flap" Descriptive writing - the Glump Labels and captions - castles and knights Descriptive writing - Imagine you're a knight/princess Texts: The Egg - MP Robertson, William's Dragons - Alan Baker, Dragons - Judy Tatchell, Imagine You're a Knight - Meg Clibbon, Imaging You're a Princess - Meg Clibbon, information texts about reptiles, information texts about eggs, information texts about castles and knights	Mindmaps - transport Labels and captions – features on bicycles Leaflets – bicycle safety Information posters - penny farthings Poetry - tractor acrostics Labels and captions - features on a tractor Story writing - The Train Ride (rhyme and pattern) Leaflets and posters - advertising Amberley Chalk Pits Museum Texts: The Train Ride - June Crebbin, information texts about transport	Descriptive writing - Minibeast Experience Information posters - minibeasts Non-chronological reports - butterflies/caterpillars, ladybirds Research - minibeasts Riddles -minibeasts Poetry - minibeast acrostics Story writing - What the Ladybird Heard Recount - Pulborough Brooks visit Texts; Crunching Munching Caterpillar - Sheridan Cain, What the Ladybird Heard - Julia Donaldson, Beetle in the Bathroom - Brian Moses, The Bad-Tempered Ladybird - Eric Carle, information texts about minibeasts
	Science	<u>Seasonal change</u> - what changes are there outside in Autumn? Seasonal walk noting changes <u>Everyday materials</u> – how are materials used in everyday life? Material hunt around the school Uses of wood around the school Investigating absorbency of materials - clearing spilt liquid Exploring waterproofing and absorbency - dragon's raincoat Comparative investigation - which material is best for letting light through? - materials for castle windows	<u>Seasonal change</u> - what changes are there outside in Winter and Spring? Seasonal walk noting changes Comparing winter clothing to summer clothing How do trees change over the seasons? Gathering data - which month/season has the most birthdays? Gathering data - how do we get to school? What harm can transport have on our environment? Protecting our environment posters - linked to global warming/transport use	<u>Seasonal change</u> - what changes are there outside in the Summer? What do I need to do to stay safe in the summer? (sun safety posters) <u>Plants</u> Investigating what plants are there in our school and at the allotments? Designing my own allotment plot Planting seeds and caring for plants - what do they need? Main parts and functions of a plant (flower, stem, leaf , root) Comparing evergreen and deciduous trees - looking at leaves (size, shape, etc) <u>Living things and their habitats</u> Where do minibeasts like to live in our school? Observing minibeasts in class - what would you give them to live happily in class for a day? - designing habitats Looking after caterpillars - what are the different stages in its lifecycle? Releasing butterflies Minibeasts research and information texts (link to English)

History	The lives of significant historical figures in the past compared to now - Queen Elizabeth I and II • Chronological Understanding - investigating timeline of Queen Elizabeth II's life; comparison of own life with Queen Elizabeth II; exploring Coronation, Golden Jubilee, Royal Wedding, death of George VI, role of a monarch; creating timeline of castles; investigating roles of different people that used to live in a castle, e.g. jester, cook, etc. • Historical Knowledge - comparing life of Queen Elizabeth II to Elizabeth I; investigating lifetime events (Coronation, Golden Jubilee, Royal Wedding, death of George VI); exploring Royal Pavilion; exploring lives of Queen Victoria and Prince Albert, Duke of Norfolk (Arundel Castle, the Debroase family (Bramber Castle); Medieval Day experience – medieval dancing and banquet • Interpretations of History - exploring range of resources, videos, photographs; recounts from people, hot-seating; visiting castle to experience first-hand • Historical Enquiry - asking questions of Royal Family; investigating how the Royal Family have changed over time; exploring key events (birth of babies George, Charlotte and Louis, Queen's birthday, Royal occasions); exploring monarchies of Queen Elizabeth I and II (comparison of childhoods, family trees, etc to own) • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs	Comparing the life of a modern racing car driver – Lewis Hamilton with a racing car driver in the past • Chronological Understanding - constructing timelines of transport and aircraft; comparison of lives of Norman Graham Hill and Lewis Hamilton; exploring transport in the past (first aeroplane flight, development of transport, history of cars) • Historical Knowledge - comparing racing cars in the past; investigating history of transport (first flight, George Stephenson); visit to Amberley Chalk Pits Museum – vintage bus ride • Interpretations of History - exploring range of resources, videos, photographs; recounts from people, hot-seating; first-hand experience of riding on vintage bus, observing transport at Amberley Museum • Historical Enquiry - comparing lives of Norman Graham Hill and Lewis Hamilton; visit from Dan Beamish; visit from Tim Laughton (Penny Farthing) vintage bus; visit to Amberley Museum (vintage bus ride); investing changes in Formula 1 today; development of motocross; tractor visit • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs	
Geography	• Locational Knowledge – locate some UK castles on a map; recognise landmarks on a map and some geographical features of specific areas • Place Knowledge - how near/far is Arundel, London, Caernarfon from Upper Beeding?; walk to Bramber Castle to look at proximity to Beeding, what is the area of Bramber like? • Human and Physical Geography - how near/far is Arundel, London, Caernarfon from Upper Beeding?; walk to Bramber Castle to look at proximity to Beeding, what is the area of Bramber like? • Geographical Skills and Fieldwork - place picture of castles in UK onto a map; devise a simple map, make a simple key		• Locational Knowledge - look at Upper Beeding and our locality; draw a map showing route to school; use questions and words which add detail to account, e.g. where do you cross the road?; recognise where places are within school • Human and Physical Geography - find out about our local village; discuss features that most villages might have – such as a school, a church, a post office, a village hall, a pub etc; identify main physical and human features of Upper Beeding; discuss main land uses • Geographical Skills and Fieldwork - plan route to walk around Upper Beeding, talk about significant places to visit; go for walk around Upper Beeding, using maps to identify points of interest; make a simple map of Upper Beeding landmarks using school in central position; locate Upper Beeding on an aerial map
Art	• Drawing – taking pencil for a walk, lines, mark making; sketching outside (building and structures); investigating tone, light, dark, lines, patterns; working with focus artist, M P Robertson, design own dragon; observational drawing of Bramble castle • Painting - decorating 3D dragons with paint; watercolour castles inspired by M P Robertson • Collage - creating images from a variety of media • 3D sculpture - clay dragons - manipulate malleable materials in a variety of ways e.g. rolling and kneading; understand safety and care of materials and tools; experiment constructing and joining clay; explore creating texture: create scales, facial features, etc Artist study – MP Robertson	• Drawing - bicycle sketching, focusing on light, dark, shade, textures, patterns; pastel pictures (Joan Miro) • Painting - colour mixing (colour wheel) – primary and secondary colours; creating bicycle paintings Artist study – Joan Miro	• Drawing - observational drawing of minibeasts extending techniques for creating light, dark, shade, textures, patterns; introducing charcoal; observational drawing of sunflowers • Painting - monoprint bugs over watercolour wash; painting minibeasts using textured paint; painting sunflowers inspired by focus artist • Printing - monoprint bugs over watercolour wash; printing backgrounds using leaves, stones, corks and sponges • Collage - creating images from a variety of media • Art through Technology - Miro pictures - use graphics package to create images and effects with: lines by changing the size of brushes, shapes using eraser, shape and fill tools, colours and texture using simple filters to manipulate and create images Artist study – Vincent Van Gogh

	Computing	• Algorithms - learning to log on to school system, understanding that instructions given (username and password) determine behaviour of computer; introduction of algorithms, thinking about daily algorithms/routines we carry out; making a jam sandwich – giving instructions on achieving each step • Creating and Debugging Programs - making a jam sandwich – debugging instructions to make them more precise; navigating a knight around a UK map to visit 6 castles (linked to Geography), writing code and changing • Logical Reasoning - operating different technologies, e.g. knowing which button has to be pressed and what outcome will be • Using Technology - typing and mouse skills to drag, drop, find letters, shortcuts etc; creating castle pictures on Paint; saving own work; retrieving work; creating self-portrait on Paint; typing speech bubbles; maths programs (SumDog) • IT Uses - knowing different uses of technology, e.g. cameras, music players etc; looking at technology used in the past and how, for example, grandparents would not have had technology to help write a letter • Online Safety - understanding how to use computers carefully and safely at school (linking to Acceptable Use Policy); understanding to keep VLE passwords safe; sending messages on VLE to friends and teachers; discussing who to go to if problems occur when using technology	• Algorithms - recapping what an algorithm is and examples of these, e.g. daily routines; dragging and dropping pieces of code to make a completed algorithm for a rocket; PhotoStory – understanding that order we put photos, where music starts etc. is telling computer your instructions • Creating and Debugging Programs - coding a rocket to visit each planet on the screen, debugging as and when necessary; testing transport decision trees, changing the sorting of vehicles or question asked • Logical Reasoning - predicting which instructions are needed to code a rocket to visit planets, and then testing • Using Technology - retrieving and selecting photographs from system to insert into PhotoStory; creating sequence of photographs, adding transitions, text and music; saving and retrieving work; creating transport decision tree; creating pictures using Paint in style of Miro (link to Art); maths programs (SumDog) • IT Uses - understanding own internet usage – what websites/apps do we like using? How do they help us? What do we use to access them? etc; thinking about digital footprint and beginning to understand that it lasts forever • Online Safety - discussing connections to each other, e.g. in the same school house, do a club together etc. and then link to how we 'connect' with people online; understanding pros and cons of using internet through story 'PenguinPig'; learning SMART rules and exploring meaning: Safe Sam, Meeting Millie, Accepting Alice, Reliable Robyn, Telling Timmy; looking at scenarios and discussing choices	• Algorithms - Crazy Characters - understanding that algorithms need to be specific and precise for somebody else to be able to follow; giving BeeBots directional instructions to follow • Creating and Debugging Programs - designing 'Crazy Character'; testing algorithms and debugging parts of code that do not work; coding BeeBots to draw numerals • Logical Reasoning - thinking about what our friends might draw from our 'Crazy Character' instructions – are the instructions specific?; predicting BeeBot direction to form numeral; thinking about whether different instructions can be given to BeeBot to form the same numeral • Using Technology - researching different types of minibeast using simple search engines, e.g. Espresso, DK Find Out and Kiddle; beginning to understand how to copy and paste text from an internet page into a Word document; designing own topic book front covers with text, borders and clipart; insert text, clipart and images onto minibeast leaflet in Publisher; saving and retrieving work; maths programs (SumDog) • Online Safety - identifying own and other people's feelings in scenarios, including feelings displayed through use of emojis
	DT	Free Standing Structures - castles • Design - generate ideas based on simple design criteria and own experiences; develop, model and communicate ideas through talking, mock-ups and drawings • Make - plan, suggesting what to do next; select and use tools, skills and techniques, explaining choices; select materials/construction kits; use simple finishing techniques • Evaluate - explore existing freestanding structures; evaluate product in relation to purpose, the user and original design criteria • Technical knowledge - know how to make freestanding structures stronger, stiffer and more stable; know and use relevant technical vocabulary	Wheels & Axles - vehicles • Design - generate ideas and simple design criteria through talking and using own experiences; develop and communicate ideas through drawings and mock-ups • Make - select and use range of tools and equipment; select and use range of materials and components • Evaluate - explore and evaluate products with wheels and axles; evaluate ideas and product against original criteria • Technical knowledge - explore and use wheels, axles and axle holders; distinguish between fixed and freely moving axles ; know and use relevant technical vocabulary	Preparing Fruit & Veg – caterpillar salad, insect fruit/veg creatures • Design - design appealing product for a particular user based on simple design criteria; generate initial ideas and design criteria through investigating a variety of fruit and vegetables; communicate ideas through talk and drawings • Make - use simple utensils and equipment safely; select range of fruit and vegetables according to their characteristics • Evaluate - taste and evaluate fruit and vegetables to determine intended user's preferences; evaluate ideas and product against design criteria • Technical knowledge - understand where range of fruit and vegetables come from; understand and use basic principles of a healthy and varied diet to prepare dishes (The Eatwell plate); know and use relevant technical and sensory vocabulary

	Music	Topic-related Music Performing • Learn the Castle Song with actions; • Accompany the song on tuned / untuned instruments; • Learn *The King is in the Castle* with actions; • Learn *A Dragon's Very Fierce* with actions and sounds; • Learn Creepy Castle Listening and Reviewing - Tudor and Renaissance music Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features Improvising and Composing • Compose an accompaniment to A Dragon's Very Fierce - create and clap own rhythms; • Create patterns of sound – long/short, high/low, loud/soft (quiet); • Use instruments to reflect topic or add sound effects to a story; invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow; • Think of ways to improve compositions Performing - Nativity Songs • Sing a series of simple songs tunefully and memorise words; • Rhythm games - keep a steady beat and copy simple rhythm patterns. Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction	Topic-related Music Performing • Learn to sing a series of transport songs taken from *Out of the Ark*; • Naming percussion instruments and how they are played; • Sing *Wheels on the Bus* using Makaton; • Accompany a song using tuned and untuned instruments; • Maintain an ostinato pattern; maintain a simply rhythmic pattern against others Listening and Reviewing Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features Gary Numan (Cars), Gladys Knight (Midnight train to Georgia), The Beatles (Yellow Submarine), Kate Rusby (The Lorryride), Rod Stewart (Sailing), John Denver (Leaving on a Jet Plane), Cat Stevens (Peace Train), Fifth Dimension (Up, Up and Away), Van Halen (Jump) Improving and Composing • Create a graphic score about a car journey - invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow; think of ways to improve compositions Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction	Topic-related Music Performing • Learn songs for the Y2 Locality Singing Festival; • Sing minibeast songs taken from Out of the Ark 'Minibeasts' with actions; • Accompany a song using tuned and untuned instruments Listening and Reviewing Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features Adam and the Ants (**Ant** Music), Rimsky Korsakov (Flight of the **Bumblebee)** Improvising and Composing • Create a whole class minibeast composition using sound effects and instruments - create and clap own rhythms; • Create patterns of sound – long/short, high/low, loud/soft (quiet); • Use instruments to reflect topic or add sound effects to a story; • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow; • Think of ways to improve compositions Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction
	PE	• Dance - copy and explore basic movements and body patterns; remember simple movements and dance steps; vary levels and speed in sequence; vary the size of my body shapes; add change of direction to a sequence • Ball Skills - throw underarm and overarm; catch and bounce a ball; practise accurate throwing and consistent catching • Dance - link movements to sounds and music; respond to range of stimuli; use space well and negotiate space clearly • Ball Skills - throw different types of equipment in different ways, for accuracy and distance; throw, catch and bounce a ball with a partner	• Gymnastics - use equipment safely; use twists, turns and travels in a variety of ways; demonstrate a two-footed jump with appropriate landing • Dance - use simple choreographic devices such as unison, canon and mirroring • Gymnastics - link together 2/3 steps to create a sequence; add a roll into sequence • Ball Skills - use throwing and catching skills in a game; throw a ball for distance; use hand-eye coordination to control a ball; vary types of throw used depending on what is required	• Basketball - develop confidence in a variety of ball games including sending the ball to a partner in a number of ways; begin to apply and combine a variety of skills (to a game situation); develop strong spatial awareness and understanding of positioning; begin to use and understand the terms attacking and defending • Baseball - use hitting skills in a game; practise basic striking, sending and receiving; strike or hit a ball with increasing control; apply skills for playing striking and fielding games; position the body to strike a ball • Football - understand the importance of rules in games; develop simple tactics and use them appropriately; begin to develop an understanding of attacking/ defending; start to compete against peers and self in increasingly challenging situations; start to develop own games with peers • Athletics - change speed and direction whilst running; jump from a standing position with accuracy; perform a variety of throws with control and co-ordination

	PSHE	Me and My World Writing class rules/electing class reps Caring for my village Keeping safe on my way to school Who can help me? 999 / village wardens Online safety (passwords) We are all Different Black History – Mary Seacole Children in Need Anti-bullying What is similar and different about me and my friends? What is an opinion? Do we have to agree?	Dreams and Goals New Year Resolutions What would be my best day ever? What do I want to do better at? Setting challenges Why do people save money? Making money choices Healthy Me Keeping healthy - exercise Rules for a healthy school day Making safe choices How long should I sleep for? Fire safety (WSFS)	Relationships How do my friends see me? Is keeping a secret a good/bad thing? Who is special in my life? How can I help a friend at school? Changing Me Growing older Feelings – moving home, losing a pet Becoming independent Living and Growing – • Differences • How Did I Get Here? • Growing Up What is privacy? Transition to Y2/3
	RE	Christianity Is it possible to be kind to everyone all of the time? • Discussion - what does it mean to be kind? What do we do if someone is unkind to us? • Explore the story of The Kind Man/ The Good Samaritan • Acts of kindness - do you agree or disagree? • Explore the story of Jesus healing the Paralysed Man - re-enact scenes • Children act out own story of kindness • Christian visitor - how does your faith affect your everyday life? • Reflection - how can you be a better friend? Christianity Why did God give Jesus to the world? (linked to Christmas) • Discussion - does the world need to be helped? • Compare advent calendars - which tell us about the Christmas Story? • Re-tell the Christmas Story Reflection - draw/write a scene from the Christmas Story, why God gave Jesus to the world, how I show love to the world	Judaism How special is the relationship Jews have with God? • Share promises and agreements we have made • Read the story of Abraham, the birth of Isaac and the Ten Commandments - what promises have been made? • Explore what is a mezuzah and the Shema - children create own • Reflection - children write own promise to place in their mezuzah (class display) Christianity Is it true that Jesus came back to life again? • Discussion - have you ever lost a pet or someone special? How do you remember them? • Look at eggs and hot cross buns as symbols of Easter • Share the Easter story - is Jesus's death the end? • Draw what Christians believe happened next and what you think happened • Making Easter cards to celebrate new life	Judaism How important is it for Jewish people to do what God has asked them to do? • Discuss - what is a celebration meal/food? • Explore - what is Passover? What is a Seder meal? • What has God asked Jews to do? Sorting pictures and ordering importance • Reflection - create own special meal Judaism What is the best way for a Jew to show commitment to God? • Quiz - when are you old enough to…? • Making timelines of own milestones so far • Revisit different ways explored that Jews show their commitment to God • Look at Bat/Bar Mitzvah ceremonies and tree planting ceremony Tu B'Shevat • Drawing four most important ways that Jews show commitment to God • Children create own wheels of commitment
	Visits and Visitors	Arundel Castle MP Robertson Reptile Man Bramber Castle RE - Christian visitor	Amberley Chalkpits museum Dan Beamish Motocross Neil Laughton – penny farthing Maryon Gue – tractor visit Neil Bird and the vintage bus	Pulborough Brooks West End In Schools - dance workshop Author visit - Cathy Watts