
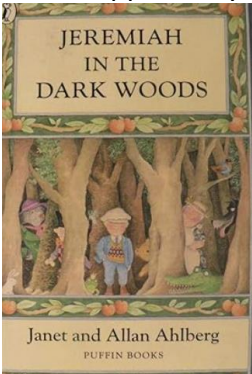



Year Group: Year 2 Theme: Who lives in place like this? Term: Autumn 2	British Value: Mutual Respect		Root of Learning: Working Together		Outdoor Learning Opportunities:		
Week	1 30.10.23 Tuesday 2S Outdoor Learning	2 6.11.23 Tuesday 2P Outdoor Learning	3 13.11.23 Assessment Week Anti-bullying Week	4 20.11.23 Tuesday 2S Outdoor Learning	5 27.11.23 Tuesday 2P Outdoor Learning 29th and 30th Parents' Evenings	6 4.12.23	7 11.12.23 12.12.23 Year 1 & 2 Nativity 14.12.23 Christmas Party
English Text type: Poetry Crackle! Spit! by Marie Thom Firework Poem by James Carter https://clpe.org.uk/poetry/poems/firework-poem - Onomatopoeia & alliteration Reading NC links: <ul style="list-style-type: none"> Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	Poetry 1. Read Text, audience, purpose Free verse – Do not follow particular forms and are without rhythm and rhyme. Spend time reading aloud, reciting and exploring the poems. 2. Discuss Discussing the subject matter & themes; the language use and patterns; the structure and organisation of the poems. Discuss and identify the onomatopoeias – words that describes/is also a sound. 3. Review Write or verbalise poetry	Poetry Draft, edit and publish 1. Create Children have the opportunity draft ideas /language features (onomatopoeia) & Draft Children write their own word bank of onomatopoeias using firework display videos for inspiration. 2. Edit and publish Write own firework poem using onomatopoeia word bank and appropriate scaffolds. 3. Perform Children read and recite their own poem and share with their peers.	Phase 1 - Immersion 1. Look at front cover of book and make predictions. 2. Read up to page 8. Class debate – what should red do? Go straight to the library or listen to the wolf. Vote and explain reason for vote. 3. Read the rest of the text. Axis of emotion – plot Red's feelings through each part of the story. Children retell and sequence story in groups and then sequence	Phase 2- Reading like a writer 1. Children discuss and write about their favourite part of the story. 2. Discuss TAP Read WAGOLL of retell spotting good to be green features. Children highlight the WAGOLL with a partner. Mixed ability HA support LA. Children mark and purple polish a WABOLL. Phase 3 – Writing like a reader (GPS) - Capital letters for names. - Past tense.	Phase 3 – Writing like a reader (GPS) 1. Model writing sentences (using picture prompts from text) that include capital letter, noun, verb and full stop. Children write sentences using picture prompts using a different colour for capital letters, nouns, verbs and full stops. LA write simple captions and phrases (picture prompts) with capital letters and full stops in different colours.	Phase 4 - Hot Write 1. Teacher model and shared write retelling another part of the story including taught GPS. Children choose 4-5 pictures and sequence that will help them retell the story. LA choose 3 pictures. 2. Hot task write using selected pictures to guide. Phase 5 - Hot write editing	Any further editing/purple polishing.

<p>Writing NC links:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: writing poetry Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary Read aloud what they have written with appropriate intonation to make the meaning clear.  <p>Text type: Narrative Retell</p> <p>Further Text: Three Little Wolves And The Big Bad Pig by <u>Eugene Trivizas</u></p> <p>Whole class reader: Other flipped fairy tales</p>  	<p>reviews/evaluations and allow children to comment on whether they liked/disliked the poems and why.</p>	<p>Computing link – film each other performing on the iPads.</p>	<p>independently in books.</p>	<ul style="list-style-type: none"> Capital letters and full stops (sentences with a noun and a verb) Exclamation for HA. <p>3. Spiral starter: Identify capital letters in the text. When are they used? Revisit WAGOLL and find all capital letters. Discuss nouns and verbs. Identify nouns and verbs in sentences from text. Using highlighters: A colour for capital letters. A colour for nouns. A colour for verbs. A colour for full stops.</p> <p>LA to continue identifying capital letters and full stops/purple polishing sentences without CL and FS.</p>	<p>2. Spiral Starter: Identify past tense words in text. Revisit the WAGOLL and find all past tense words.</p> <p>Identify past tense words in text with highlighter.</p> <p>3. Model retelling part of the story using capital letters, full stops, nouns, verbs and in past tense. Children retell part of the story using taught GPS.</p> <p>LA make up own sentences and say the out loud. Write down two of the sentences they have rehearsed.</p>	<p>3. Read aloud and edit/purple polish retells.</p>	
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Speaking and Listening Opportunities							
Little Wandle Spelling Phonics Catch Up Groups for those not accessing Spelling yet.	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	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? Why do I double the final letter in some words when I add the suffix -ing?	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?	Recap any gaps/assessments	Assessments
Reading VIPERS (For those that have completed Box 15 Little Wandle) Guided reading as indicated by phonics groups	<u>Fiction/ Poetry</u> <u>Bonfire night – poem</u> 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. Explain	<u>Non - fiction</u> <u>Guy Fawkes/ Bonfire Night text</u> 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. Predict	<u>Fiction</u> A piece on Bullying Vocabulary Retrieve Retrieve/ inference Explain	<u>Non - Fiction</u> <u>Local area information text</u> 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. sequence	<u>Fiction</u> <u>Class read</u> 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. explain	<u>Non-Fiction</u> <u>WINTER</u> 1. Vocabulary 2. Retrieve 3. Retrieve/ inference 4. Predict	Bench marking
Handwriting Recap last half term for consistency	Set 1 c o a d g f s q e	Set 2 i l t j u y	Set 3 b h k m n p r	Set 4 v w x z	Unit 9 capitals E F H I T L	Unit 10 capitals A K M N V W X Y Z	Unit 11 capitals B D C G O Q S P R U J
Maths Fluency Varied Fluency Reasoning Problem solving NC Addition and Subtraction <ul style="list-style-type: none"> Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving 	Addition and Subtraction LO: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 1. Pre-Learn 2. Fluency and Varied Fluency 3. Varied Fluency and Problem solving 1	Addition and Subtraction 4. Problem Solving 1 and Problem Solving 2 LO: Add and subtract numbers including: a 2-digit number and 1s, a 2-digit number and 10s and adding three 1-digit numbers. 1. Fluency and Varied Fluency	Addition LO: Add two two-digit numbers. 1. Fluency 1 (not across 10) and Fluency 2 (crossing 10) 2. Fluency 2 (crossing 10) and Varied Fluency (mixed addition problems) 3. Varied fluency and Problem solving 4. Problem solving and problem solving 2	Subtraction LO: Subtract two two-digit numbers. 1. Fluency 1 (not across 10) and Fluency 2 (crossing 10) 2. Fluency 2 (crossing 10) and Varied Fluency (mixed subtraction problems) 3. Varied fluency (mixed addition and subtraction problems) and Problem solving (including missing number problems)	Shape LO: Recognise 2D and 3D shapes and describe properties of 2D shapes. 1. Pre-Learn 2. Fluency and Varied Fluency 3. Varied Fluency and Reasoning/Problem solving 1 4. Problem solving 1 and Problem solving 2 <u>White rose small steps:</u>	Shape LO: Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line. 1. Fluency and Varied Fluency 2. Varied Fluency and Reasoning/Problem solving 1 3. Problem solving 1 and Problem solving 2	Shape LO: Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. 1. Fluency and Varied Fluency 2. Varied Fluency and Reasoning/Problem solving 1 3. Problem solving 1 and Problem solving 2

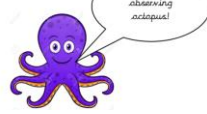





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<p>numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods</p> <ul style="list-style-type: none">- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:a two-digit number and onesa two-digit number and tenstwo two-digit numbersadding three one-digit numbers- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Geometry – properties of shapes</p> <ul style="list-style-type: none">- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line- identify and describe the properties of 3-D shapes,	<p>White rose small steps:</p> <p>Step 2 Fact families – addition and subtraction bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p>	<p>2. Varied Fluency and Problem solving</p> <p>3. Problem Solving 2</p> <p>White rose small steps:</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p>	<p>White rose small steps:</p> <p>Step 15 Add two 2-digit numbers (not across a 10)</p> <p>Step 16 Add two 2-digit numbers (across a 10)</p>	<p>4. Problem solving and problem solving 2</p> <p>White rose small steps:</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p>	<p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p>	<p>White rose small steps:</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p>	<p>White rose small steps:</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 11 Sort 3-D shapes</p>
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<p>including the number of edges, vertices and faces</p> <ul style="list-style-type: none"> - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects. 							
Arithmetic, Spiral Starters and LBH	<p>Arithmetic</p> <p>Bonds to 100 (tens)</p> <p>Spiral starters</p> <p>Number bonds to 10</p> <p>LBH</p> <p>Number bonds to 10</p>	<p>Arithmetic</p> <p>Add and subtract 1s</p> <p>Spiral starters</p> <p>Number bonds to 10</p> <p>LBH</p> <p>Number bonds to 10</p>	<p>Arithmetic</p> <p>ASSESSMENT WEEK</p> <p>Spiral starters</p> <p>Number bonds to 20</p> <p>LBH</p> <p>Number bonds to 20</p>	<p>Arithmetic</p> <p>Halves</p> <p>Spiral starters</p> <p>Number bonds to 20</p> <p>LBH</p> <p>Number bonds to 20</p>	<p>Arithmetic</p> <p>Halves</p> <p>Spiral starters</p> <p>10 more 10 less</p> <p>LBH</p> <p>Number bonds to 100</p>	<p>Arithmetic</p> <p>Doubles</p> <p>Spiral starters</p> <p>10 more 10 less</p> <p>LBH</p> <p>Number bonds to 100</p>	<p>Arithmetic</p> <p>Doubles</p> <p>Spiral starters</p> <p>Identify 2D and 3D shapes</p> <p>LBH</p> <p>Number bonds to 100</p>
<p>Science:</p> <p>NC</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<p>Lesson 5 (Aut 1 to finish)</p> <p>Arctic</p> <p>Which animals and plants live in Arctic habitats? Why?</p> <p>How are these animals and plants suited to living here?</p> <div data-bbox="557 1556 834 1759">  <p>Hi I'm Polly the predicting and planning parrot!</p> </div> <p><i>Ask scientific questions and use information to help answer them</i></p>	<p>Lesson 6 5 (Aut 1 to finish)</p> <p>LO: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Activities:</p> <p>Start habitat in a box paired project using a variety of secondary sources including books, iPads and other secondary sources.</p> <p>Skills:</p>	<p>Knowledge Harvest – Living things (life processes) and living/dead/ never been alive</p> <p>Lesson 1</p> <p>LO: explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Look at what a living thing needs to survive (Mrs Gren model)</p> <div data-bbox="1222 1759 1469 1921">  <p>Hi I'm Oscar the observing octopus!</p> </div>	<p>Lesson 2</p> <p>LO: explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sorting activity – establishing and sorting which things are alive, dead or never been alive.</p> <div data-bbox="1558 1633 1846 1864">  <p>Hi I'm Isaac the identify and classifying iguana!</p> </div>	<p>Lesson 3</p> <p>LO: describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Recap on animal diets: herbivore, carnivore, omnivore.</p> <p>Begin to look at simple food chains.</p> <div data-bbox="1914 1654 2160 1822">  <p>Hi I'm Oscar the observing octopus!</p> </div>	<p>Lesson 4</p> <p>LO: describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Animal food chains.</p> <div data-bbox="2249 1514 2496 1682">  <p>Hi I'm Oscar the observing octopus!</p> </div> <div data-bbox="2249 1787 2496 1955">  <p>Hi I'm Polly the predicting and planning parrot!</p> </div>	<p>Consolidation and any finishing/catch up.</p>

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	 <p>Hi I'm Oscar the observing octopus!</p> <p><i>Observe and compare</i></p>	 <p>Hi I'm Oscar the observing octopus!</p> <ul style="list-style-type: none"> Observe, describe and compare using science words and equipment  <p>Hi I'm Polly the predicting and planning parrot!</p> <ul style="list-style-type: none"> Ask scientific questions and use information to help answer them 			 <p>Hi I'm Polly the predicting and planning parrot!</p>		
Geography				Lesson 4 : What is it like in a hot place? LO: To compare the UK and Kenya. NC: Place Knowledge To finish (from Autumn 1)	Lesson 5 : Do we live in a hot or cold place? LO: To investigate local weather conditions. NC: Geographical skills and fieldwork. To finish (from Autumn 1)	Lesson 6 : Would you prefer to live in a hot or cold place? LO: To identify features of hot and cold places. NC: Place knowledge. To finish (from Autumn 1)	
History History: Why do we celebrate bonfire night? NC Link: events beyond living memory that are significant nationally or globally	Skill 1: Enquiry based learning hook Look at photos – what do you think they are? Make statements and ask questions. Skill 2: Cross Curricular Geography LO: To <i>Where did this take place? London/ Capital City. What are the</i>	Skill 3: – Chronology LO: To develop an understanding of the chronology of events. <i>Time line of when this took place in comparison to other events they have learnt about.</i> Skill 4: Cross curricular Art LO: To interpret a historical event through art.	Skill 5: Historical Knowledge LO: To learn about events that took place historically <i>The story of Guy Fawkes and why this happened.</i> Purple Mash – Guy Fawkes quiz Skill 6: Historical Interpretations				



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	<i>Houses of Parliament (Landmark).</i>	<p><i>Look at painting of Guy Fawkes/ Houses of Parliament.</i></p> <p><i>What does it tell us? (long a go, clothing, candle light, weapons, monarchy)</i></p>	<p>LO: To share our own interpretation of events.</p> <p><i>Was GF right or wrong to do this? Was he innocent?</i></p> <p><i>Why do we celebrate today?</i></p>				
Art	FINISH ART						
	Final product and evaluation						
<p>Design Technology</p> <p>Textiles - Glove puppets</p> <p><i>End point:</i> Design, make and evaluate a glove puppet from a well-known traditional tale, using running stitch</p> <p>Textiles - Glove puppets</p> <p>To select from and use a wide range of materials and components, including textiles according to their characteristics</p> <p>Vocab:</p> <p>Making words: cut, thread, join, attach, draw, stitch, glue, staple</p> <p>Textiles: sew, thread, material, sewing needle, fabric</p> <p>Process:</p>		<p>Lesson 1</p> <p>LO: to investigate and evaluate existing products (explore fabrics, joining, finishing techniques and fastenings) Draw existing products and labels.</p>	<p>Lesson 2</p> <p>LO: to practise joining techniques (threading own needle, running stitch, lacing, gluing) identifying advantages and disadvantages</p>	<p>Lesson 3</p> <p>LO: To design a puppet for a younger child.</p>	<p>Lesson 4</p> <p>L.O Use templates and joining techniques to create a puppet of a character from one of our traditional tales.</p> 	<p>Lesson 5</p> <p>L.O Use templates and joining techniques to create a puppet of a character from one of our traditional tales.</p>	<p>Lesson 6</p> <p>L.O To evaluate final product</p>



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P.E Hands 1 The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities	Recap prior learning from year 1. What do pupils remember? The focus of learning is to develop dribbling in order to keep control and possession of the ball.	The focus of learning is to develop passing and receiving in order to keep possession of the ball.	The focus of learning is to combine dribbling, passing and receiving in order to keep possession of the ball.	The focus of the learning is to develop dribbling in order to keep possession and score a point.	The focus of the learning is to develop passing and receiving in order to keep possession and score a point.	The focus of the learning is to combine dribbling, passing and receiving in order to keep possession and score a point.	
	The focus of the learning is to create and understand simple attacking principles, applying them as a team into a game. Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game.	The focus of the learning is to create and understand simple defending principles, applying them as a team into a game. Pupils will develop their understanding of what 'defending' means and when and why we defend as a team during a game.	The focus of the learning is to understand the transition from defence into attack. Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game. Pupils will develop their understanding of how their role changes from defence to attack.	The focus of the learning is to create and understand simple attacking tactics applying them as a team into a game. Pupils will refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.	The focus of the learning is to create and understand simple defending tactics applying them as a team into a game. Pupils will refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.	The focus of the learning is to apply pupils' knowledge and understanding of attacking and defending, into mini games (level 1 competition). Pupils will create simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game.	

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Music	Space In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying them in music that they hear and to compare pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs.	Lesson 1: Space soundtrack Pupils use their voices to make sounds to represent space, creating atmosphere by using dynamics Learning Objectives To create a simple soundscape for effect National curriculum - Create short sequences of sound after a given starting point or stimulus	Lesson 2: Listening to Space Listening to space inspired music, pupils respond creatively by drawing what they hear and then identify the dynamics, instruments and mood of the pieces of music Learning Objectives To listen for and recognise some basic elements of music National curriculum - Begin to use musical vocabulary to describe music	Lesson 3: Comparing planets Pupils compare two pieces of music by the same composer, using their developing musical vocabulary to explain differences and changes in tempo, dynamics, timbre and the instruments used Learning Objectives To compare two pieces of music National curriculum Listen for and recognise some of the inter-related dimensions of music (dynamics, pitch and timbre)	Lesson 4: Planet motif Pupils play and create motifs (short sequences of sound), notating or writing down their compositions Learning Objectives To be able to create short sequences of sound National curriculum - Create short sequences of sound after a given starting point or stimulus	Lesson 5: Journey to space Pupils combine their soundscapes from Lesson 1 with their motifs from Lesson 4 to create and perform longer piece of music Learning Objectives To be able to create short sequences of sound and perform with accuracy National curriculum - Play tuned and untuned instruments creating and using simple representations to play short pieces in groups or individually using basic combinations of instruments.	
PHSE JIGSAW Unit Celebrating Difference Sandal Root of Learning Working together	Boys and girls I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.	Boys and girls I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is ok.	Why does bullying happen? I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. 	Standing up for myself and others I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied. 	Making a new friend I know some ways to make new friends. I know how it feels to be a friend and have a friend.	Celebrating difference and still being friends I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	
Computing	Coding -Collision detection <ul style="list-style-type: none"> To create a program using a given design. To understand the collision detection event. 	Coding-Using a timer <ul style="list-style-type: none"> To understand that algorithms follow a sequence. To design an algorithm that 	Coding-Different object types <ul style="list-style-type: none"> To understand that different objects have different properties. 	Coding-Buttons <ul style="list-style-type: none"> To create a program using a given design. 	Coding “Smelly code” debugging <ul style="list-style-type: none"> To know what debugging means. 	Online safety To know how to refine searches using the search tool. To know how to share work electronically using the display boards. Have some knowledge and	Online safety Using 2email respond characters. How do we talk to others when they aren’t there in front of us?

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		follows a timed sequence.	<ul style="list-style-type: none"> To understand what different events do in code 	<ul style="list-style-type: none"> To understand the function of buttons in a program. 	<ul style="list-style-type: none"> To understand the need to test and debug a program repeated To debug simple programs. 	<p><i>understanding about sharing work on Purple Mash and the Internet.</i></p> 	
<p>RE</p> <p>How can we make good choices?</p> <p><i>Christianity, Islam and non-religious approaches to life, with some reference to Judaism</i></p>	<p><u>Key Questions</u></p> <p>What makes a happy classroom? How can I help to make it a happy place? How do our school rules make our school a happy place?</p> <p><u>Pupils Will</u></p> <p>Consider what makes a happy classroom. Share ways they can help to do this. Talk about rules and why they matter.</p> <p><u>Learning Outcomes</u></p> <p>Say which school rules are important</p> <p>Say why we have rules in school</p>	<p><u>Key Questions</u></p> <p>What do we do to show that we are keeping to the rules? Does it matter if we keep to the rules?</p> <p><u>Pupils Will</u></p> <p>Consider how you would behave without positive guidance in your life.</p> <p><u>Learning Outcomes</u></p> <p>Understand that there are consequences if rules are broken</p> <p>Say what they think about right and wrong</p> <p>Listen carefully to other's opinions about right and wrong</p>	<p><u>Key Questions</u></p> <p>What are the Ten Commandments? What rules do Christians have?</p> <p><u>Pupils Will</u></p> <p>Know about the Ten Commandments and their importance for Jews, Christians and Muslims. Understand the teaching of Jesus that people should love God and love their neighbour. Reflect on the challenges of obeying the commandments.</p> <p><u>Learning Outcomes</u></p> <p>Discuss and sort the Ten Commandments</p> <p>Talk about Jesus' summary of the commandments and what this meant</p>	<p><u>Key Questions</u></p> <p>How do Muslims make good choices?</p> <p><u>Pupils Will</u></p> <p>Understand Muslim commitment to the 5 pillars of Islam.</p> <p><u>Learning Outcomes</u></p> <p>Describe the Five Pillars of Islam and how these are used as rules and guidelines</p>	<p><u>Key Questions</u></p> <p>How do Muslims make good choices?</p> <p><u>Pupils Will</u></p> <p>Understand Muslim commitment to the 5 pillars of Islam.</p> <p><u>Learning Outcomes</u></p> <p>Describe the Five Pillars of Islam and how these are used as rules and guidelines</p>	<p><u>Key Questions</u></p> <p>What do religious and non-religious stories say about rules and guidelines? How are they similar and different?</p> <p><u>Pupils Will</u></p> <p>Retell the meaning of stories and parables. Compare the meaning of different stories. Give their ideas about how rules and stories guide and inspire.</p> <p><u>Learning Outcomes</u></p> <p>Write about rules they think are important, giving reasons for their choices</p>	Nativity.