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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Giants**  Lesson 1 | ***Encourage the children to compare the family in the story to their own family. Talk about who lives in their house and who is in their family.***  Discuss simple changes as they have grown from being a baby. | Recognise and discuss how they have changed from when they were babies. | People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.  Families are all different.  We are all unique and special.  Change happens to everyone.  Change happens in families and environments.  We change as we grow. |
| Develop  **Tidy Team**  Lesson 2 | ***Talk to the children about everyday jobs that need doing in the classroom. Ask them to think about which job they would like to do to help. Invite the children to explain which resources they will need to do their job. Introduce a class jobs board and allocate responsibilities according to the children’s preferences.***  Know ways to care for their local environment. | Describe how they can look after their environment. | Litter has a harmful effect on the areas where we live, work and play.  Class rules are there to keep everyone happy and safe. It is important to follow the rules. |
| Innovate  **Helping Bear step 4**  Lesson 3 | ***Explain to Bear how special people help the wider community.***  Talk about the lives of the people around them and their roles in society. | Talk about the different occupations that familiar adults and members of their community have. |  |
| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  **Sweep it up**  Lesson 1 | ***Give children rakes, brushes and buckets for sweeping and collecting leaves.***  Know ways to care for their local environment. | Describe how they can look after their environment. | Litter has a harmful effect on the areas where we live, work and play. |

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| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Festive Lights**  Lesson 1 | ***Display the Festive lights picture cards to a small group. Invite each child to pick out a card to talk about. Encourage them to explain why they have chosen the card and what is happening in the picture. Ask the children to look carefully at all the cards and spot the similarity between them, which is the presence of light. Talk about the use and symbolism of light in each picture, using the Festive lights teacher information to help.***  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Show an awareness of the similarities and differences between people in different communities and groups from around the world. | Light is an important element in many autumn and winter celebrations. |
| Develop  **Christmas around the world**  Lesson 2 | ***Talk about the celebration of Christmas. Explain that Christmas is a Christian celebration that celebrates the birth of Jesus. Recap the story of Christmas, then explore the ways that the children celebrate Christmas, if at all, and make a list of events, activities, foods and traditions that are part of Christmas for them.After the discussion, watch the Christmas around the world video. Discuss together how Christmas is celebrated in different countries and encourage the children to spot similarities and differences. Invite children from different backgrounds and cultures to share their experiences of Christmas and other celebrations. Invite the children to record their ideas by drawing, writing and making marks.***  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Show an awareness of the similarities and differences between people in different communities and groups from around the world. | Christmas is a winter celebration.  Christmas is a Christian celebration that celebrates the birth of Jesus, who Christians believe is the son of God.  Christmas is celebrated in different ways around the world. |

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| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Festival of Light**  Lesson 3 | ***Display the Hanukkah picture cards and the Diwali picture cards and invite the children to discuss the things that they can see in the pictures. If there are children in the group who celebrate Hanukkah or Diwali, invite them to talk about their experiences. Compare the food and objects in the pictures with other celebrations. Ask the children if they celebrate any other festivals during autumn and winter.***  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Show an awareness of the similarities and differences between people in different communities and groups from around the world. | Hanukkah is a Jewish festival that takes place in November or December.  Hanukkah lasts for eight days and there are traditions and customs that take place, including lighting candles each day, eating special foods and giving presents.  Diwali is a Hindu celebration that takes place in October or November.  Diwali lasts for five days and people decorate their houses with small lights called divas. |
| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Who works when I’m asleep**  Lesson 1 | ***Show the children the People who work at night picture cards. Ask the children to describe what they can see in the pictures and what jobs are being done at night. Invite the children to talk about why these people might work at night. Encourage the children to say which jobs they would like to do at night. Provide paper and pens for the children to draw and write about their favourite night time job.***  Talk about the lives of the people around them and their roles in society. | Talk about the different occupations that familiar adults and members of their community have. | There are adults in our community who work at night time to help us.  The emergency services help us.  The emergency services include the fire service, police and ambulance service. |

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  **Our Global Community**  Lesson 1 | ***Invite parents, grandparents or local community members to come into school to talk about their heritage. Encourage the children to listen carefully and ask questions to find out more. Support the children in understanding that the United Kingdom is a multi-ethnic society, and the people who live in the UK have many different cultural backgrounds. You could create a display with photographs and quotes from the visitors to celebrate the diverse cultures that make up your class, school or community.***  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Show an awareness of the similarities and differences between people in different communities and groups from around the world. | Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations.  Some families define their heritage primarily as their ethnic, cultural or national identity. |
| Develop  **Children around the world**  Lesson 2 | ***Share the story All Are Welcome by Alexandra Penfold. Explore how the children in the story might have a different heritage from each other, but they are united in their play and friendship. Explain that children live all around the world in every country, and some parts of their lives might be different from theirs, but others are similar. Explore how the word 'diversity' is used in the story and explain that everyone in the story is unique and special, just like each of them. Use a computer or tablet to view the CBeebies show Where in the World?. There are lots of small clips that show children's lives around the world. You could choose one child and discover more about their life or look at a variety of clips. Support the children to find similarities and differences between their lives and children around the world.***  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Show an awareness of the similarities and differences between people in different communities and groups from around the world. | Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations.  Some families define their heritage primarily as their ethnic, cultural or national identity. |
| Develop  **Beautiful Buildings**  Lesson 3 | ***Show the children the Buildings around the world picture cards. Invite them to describe the buildings and talk about how people might use them. Explain that some buildings have special purposes, such as worship. Invite the children to talk about any special building they visit. Provide a computer or tablet and use Google Earth to search for the significant buildings and landmarks. Offer pencils and fine felt tip pens for the children to draw their favourite building if they choose.***  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Show an awareness of the similarities and differences between people in different communities and groups from around the world. |  |
| Develop  **Looking after our world**  Lesson 4 | ***Share the Looking after our world presentation with the children and support them to read the facts. Invite them to ask questions and talk about the information they have read. Ask what sorts of things they could do at school to look after the planet and make the school more environmentally friendly. Provide paper, felt tip pens, sound mats and word banks. Tell the children that they are going to make posters as a group to encourage people to look after the school environment. Ask the children to draw pictures and write captions using the information from the presentation.***  Know ways to care for their local environment. | Describe how they can look after their environment. | Litter has a harmful effect on the areas where we live, work and play. |
| **Moving On** | **Learning Objective** | **Skills** | **Knowledge** |
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