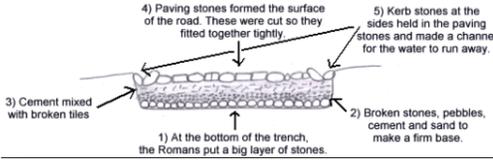


Topic – History (Romans) and Geography (Human Geography skills)

BOOKS AND AUTHORS (Space focus)	Week 1	Week 2	Week 3	Week 4	Week 5
	<p><b>Main topic theme of the week: EARTH</b>  <b>Objective:</b> to recognise my place in the wider world Geography S8 Identify key human features (street, village, town) S9 Know that places exist outside their own locality</p> <p><b>Success Criteria</b>            Support: I can recognise my house and my school            Core: I know where I live, go to school and my town            Extension: I can talk about my place in the wider world            Sensory: I can recognise pictures of my familiar places (home and school)</p> <p>LOTCT: Go for a walk in the community or follow a trail round school from smaller to bigger spaces (e.g reading room, class, hall, playground, field)</p> <p>BOOK/STORY = Me On The map by Joan Sweeny  <a href="https://www.youtube.com/watch?v=b0cjSXC2rHE">https://www.youtube.com/watch?v=b0cjSXC2rHE</a></p> <p><b>Suggested Activities:</b></p>  <ul style="list-style-type: none"> <li>- Make a 'My place in the World' book</li> <li>- finding places on Google Maps and using both the street and aerial views to show my place on the Earth</li> <li>- Looking at pictures of Earth from Space</li> </ul>	<p><b>Main topic theme of the week: SUN AND SOLAR SYSTEM</b>  <b>Objective:</b> to look at a different part of the world – ROME Geography S9 Know that places exist outside their own locality History S8 to listen and respond to stories about people and places from the past</p> <p><b>Success Criteria</b>            Support: I can build a city            Core: I can plan and build a city            Extension: I can build my city using some of the features of Rome            Sensory: I can respond to different textures</p> <p>LOTCT: Be archaeologists – have a dig for Roman linked artefacts (bbc.co.uk Hands on History)</p> <p>BOOK/STORY = Romulus and Remus (Twinkl ppt)</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>- Use construction material (small world, Lego or junk modelling) to make a city</li> <li>- Make a Roman arch out of ice cubes or marshmallows</li> <li>- Sequencing the Romulus and Remus story</li> <li>- Google maps from outer space in to find Rome</li> <li>- Lots of resources on BBC Bitesize KS2 History</li> <li>- Paint a skyscape silhouette</li> </ul>	<p><b>Main topic theme of the week: MARS (God of War)</b>  <b>Objective:</b> to investigate the life of a Roman soldier History S8 to listen and respond to stories about people and places from the past</p> <p><b>Success Criteria</b>            Support: I can make a Roman shield            Core: I can name the parts of Roman armour            Extension: I can explain the functions of Roman armour            Sensory: I can dress up</p> <p>LOTCT:</p> <p>BOOK/STORY = Who Was Julius Caesar by Nico Medina (ISBN 0448480832)</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• English Heritage video clip <a href="https://www.youtube.com/watch?v=ModsxSCd8RM">https://www.youtube.com/watch?v=ModsxSCd8RM</a></li> <li>• Make a cardboard shield</li> <li>• Make a paper Roman soldier (Twinkl)</li> <li>• Label the parts of a Roman soldier's armour</li> <li>• Draw a Roman soldier</li> <li>• Play Roman invasion board game</li> </ul>	<p><b>Main topic theme of the week: VENUS (Goddess of Love, Beauty and Peace)</b>  <b>Objective:</b> to investigate Roman craft and trade History S8 to listen and respond to stories about people and places from the past</p> <p><b>Success Criteria</b>            Support: I can choose shapes to thread on a bracelet            Core: I can make a bracelet and record the result            Extension: I can design and make a bracelet            Sensory: I can take part in a pamper session</p> <p>LOTCT:</p> <ul style="list-style-type: none"> <li>• BOOK/STORY = Usborne A Visitors Guide to Ancient Rome (ISBN 1409577554)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Threading beaded bracelets using different shaped beads</li> <li>• Make clay beads to thread</li> <li>• Make a Roman serpent bracelet out of a cardboard tube</li> <li>• Ancient Roman jewellery had lots of gems and was a sign of wealth. Hold a pamper session – hair, nails and jewellery</li> </ul> 	<p><b>Main topic theme of the week: MERCURY (The Winged Messenger)</b>  <b>Objective:</b> to investigate Ancient Roman writing and postal system History S8 to listen and respond to stories about people and places from the past</p> <p><b>Success Criteria</b>            Support: I can make a Roman message            Core: I can write using the cursive script            Extension: I can relay a message that someone else has written            Sensory: I can take part in a resonance board activity</p> <p>LOTCT:</p> <ul style="list-style-type: none"> <li>• BOOK/STORY = Usborne A Visitors Guide to Ancient Rome (ISBN 1409577554)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Write name in Roman Cursive script (not all letters were used!)</li> </ul>  <ul style="list-style-type: none"> <li>• Make paper from pulp</li> <li>• Make a messenger bag</li> <li>• Write on soap tablet or wax tablet using a scraping tool</li> <li>• Resource Horrible Histories Roman Messenger (Tabellari Messenger) youtube</li> <li>• Play a messenger game (Chinese whispers)</li> <li>• Make a relay message trail</li> </ul>
	<p><b>Week 6</b></p> <p><b>Main topic theme of the week: JUPITER (King of the Gods)</b>  <b>Objective:</b> to make a timeline of the Roman Empire – Romans coming to</p>	<p><b>Week 7</b></p> <p><b>Main topic theme of the week: SATURN (God of Agriculture and Old Age)</b>  <b>Objective:</b> to explore the food that the</p>	<p><b>Week 8</b></p> <p><b>Main topic theme of the week: URANUS (God of the Sky, Magician)</b>  <b>Objective:</b> to i to consider what the</p>	<p><b>Week 9</b></p> <p><b>Main topic theme of the week: NEPTUNE (God of the Sea, Mystic)</b>  <b>Objective:</b> to consider what the Romans</p>	<p><b>Week 10</b></p> <p><b>Main topic theme of the week: URANUS (God of the Sky, Magician)</b>  <b>Objective:</b> to investigate Roman towns</p>

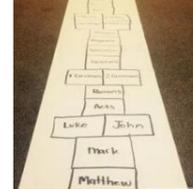
<p>Britain <i>History S8 to listen and respond to stories about people and places from the past</i></p> <p><b>Success Criteria</b> Support: I can match the pictures on the timeline Core: I can order the timeline of Roman Empire Extension: I can find out about one of the stories or characters from the timeline Sensory: I can build a wall</p> <p>LOTC:</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Usborne A Visitors Guide to Ancient Rome (ISBN 1409577554)</li> </ul> <p><b>Suggested Activities:</b> - Who were the Roman emperors? <a href="http://www.bbc.co.uk/guides/z2sm6sq">http://www.bbc.co.uk/guides/z2sm6sq</a> - Time line of Roman empire ordering activity (Twinkl) - Research a key event in Rome history (e.g. Claudius invading Britain; Boudicca; Hadrian's Wall) - Build Hadrian's Wall on a map of UK (e.g. using marshmallows, Lego, sugar cubes)</p>	<p>Romans brought to Britain - food <i>History S8 to listen and respond to stories about people and places from the past</i> <i>Geography S7 Demonstrate awareness of caring for the environment (planting)</i></p> <p><b>Success Criteria</b> Support: I can join in a Roman feast Core: I can prepare a Roman feast Extension: I can talk about the food that the Romans introduced to Britain Sensory: I can taste food that the Romans introduced to Britain</p> <p><b>LOTC: Outdoor gardening activity</b></p> <ul style="list-style-type: none"> <li>BOOK/STORY =</li> </ul> <p><b>Suggested Activities:</b> - The Romans brought lots of different food to Britain. Have a Roman feast. - Plant a herb (e.g. parsley) and when it is grown, use it in sandwich • - Make bread</p> 	<p>Romans brought to Britain - roads <i>Geography S8 recognise manmade and natural features of the environment</i></p> <p><b>Success Criteria</b> Support: I can make a road using different textures Core: I can draw a diagram of a Roman-made road Extension: I can identify good/bad features of different paths Sensory: I can explore different textures (clay, mud, gravel, stone, brick)</p> <p><b>LOTC: Explore different types of paths (earth/mud, cobbles, gravel, tarmac) around school</b></p>  <p><b>Suggested Activities:</b> • Roman Roads in Britain <a href="http://www.bbc.co.uk/education/clips/zhy3cdm">http://www.bbc.co.uk/education/clips/zhy3cdm</a> • make a pebbled road out of different materials (e.g. crackers, construction material) What would have been good/bad about it?</p>	<p>brought to Britain – Roman baths and toilets (mosaics) <i>Geography S8 recognise manmade and natural features of the environment (identify buildings by their use)</i></p> <p><b>Success Criteria</b> Support: I can make a mosaic Core: I can plan and make a mosaic picture Extension: I can explain how Romans used mosaic pictures Sensory: I can explore different textures (clay, mud, gravel, stone, brick)</p> <p><b>LOTC: Children make their own path out of different material</b></p> <p><b>Suggested Activities:</b> • Colour a pixel picture • Make a Roman mosaic online <a href="http://qwvdir.demon.co.uk/jo/mosaic/index.htm">http://qwvdir.demon.co.uk/jo/mosaic/index.htm</a> • Make a paper or tile mosaic • Make a mosaic using different shapes or Tangram pictures • A day in the life of Eric <a href="https://www.youtube.com/watch?v=D-VmbxpEFAA">https://www.youtube.com/watch?v=D-VmbxpEFAA</a> • Find out about Roman baths in Bath,</p>	<p>in Britain <i>Geography S9 Know that places exist outside their own locality</i></p> <p><b>Success Criteria</b> Support: I can recognise pictures of familiar places Core: I can find key Roman places on a map of Britain Extension: I can find towns on a map of Britain Sensory: I can recognise pictures of my familiar places (outside of home and school)</p> <p>LOTC:</p> <p><b>Suggested Activities:</b> • Find London, St Albans, Colchester, Lincoln and York • How many places can you find that end with –caster, chester, -cester? These were places set up by the Romans •</p>
<b>Week 11</b>				
<p><b>Main topic theme of the week: STARS (Constellations)</b> <b>Objective:</b> to look at the big picture – What did the Romans bring to Britain <i>Geography S8 respond to simple questions about people and places</i></p> <p><b>Success Criteria</b> Support: I can take/find photos of things that the Romans left us Core: I can make a poster showing what the Romans brought to Britain Extension: I can make a presentation and talk about what the Romans brought to Britain Sensory: I can investigate Roman smells</p> <p>LOTC:</p> <p><b>Suggested Activities:</b> - Use visuals to make a poster to show some of the things that the</p>		<ul style="list-style-type: none"> <li></li> </ul>		<p style="text-align: center;"><b>HOME LEARNING SUGGESTIONS</b></p> <ul style="list-style-type: none"> <li>Use scrap material to make a mosaic</li> <li>Find examples of Roman numerals</li> <li>Make a toga out of a sheet and take a photo</li> <li>Find out about Pompeii and make a model of Mount Vesuvius</li> <li>Look at BBC Primary History site for more ideas and information</li> </ul>

Romans brought to Britain (e.g. toilets, bath, concrete, road, calendar, central heating, roman numerals) - Quiz : children respond to quiz question. - make a PowerPoint presentation - Roman Bingo - Roman scents (e.g. rosewater, orange, cinnamon)				
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	Week 1	Week 2	Week 3	Week 4	Week 5
PSHE & C – Risks and Pressures/World of Work	<p><b>RISKS AND PRESSURES – Be a Danger Detective (Inside)</b>  <b>Objective:</b> to recognise dangers  <i>S7 Judge right/wrong on the basis of the consequences of actions</i></p> <p><b>Success Criteria</b>  Support: I can sort the safe and unsafe to touch pictures  Core: I can find the unsafe things in the pictures  Extension: I can talk about what to change to make things safe  Sensory: I can explore different smells</p> <p>LOTG:</p> <ul style="list-style-type: none"> <li>BOOK/STORY =</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Play the Home safety game <a href="http://www.homesafetygame.com/index.htm">http://www.homesafetygame.com/index.htm</a></li> <li>Activities from the Teachers' Pack on above website</li> <li>Look at pictures around the home and find unsafe examples</li> <li>Sort objects into safe to touch and not safe to touch</li> <li>use visuals to label safe to touch and not safe to touch things in the classroom</li> </ul>	<p><b>RISKS AND PRESSURES – Be a Danger Detective (Outside)</b>  <b>Objective:</b> to cross the road safely  <i>S7 Judge right/wrong on the basis of the consequences of actions</i></p> <p><b>Success Criteria</b>  Support: I can stop at a line/sign  Core: I can put the steps in order to cross the road safely  Extension: I can explain how to cross a road safely  Sensory: I can cross a road with an adult</p> <p><b>LOTG:</b>  Use the road in the Large playground to practise crossing the road. Introduce different hazards</p> <ul style="list-style-type: none"> <li>BOOK/STORY =</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>resources can be found <a href="http://think.direct.gov.uk/resource-centre/">http://think.direct.gov.uk/resource-centre/</a></li> <li>Learn the Green Cross Code or safe crossing rules</li> <li>Sequence the steps for crossing the road safely</li> <li>Visit from a Road Safety/Police officer</li> <li>Use visual sign or line to play a 'stop at the line/sign' game</li> </ul>	<p><b>RISKS AND PRESSURES – Facing our fears</b>  <b>Objective:</b> to recognise that we all have things we are scared of  <i>S7 Communicate feelings and ideas in simple phrases</i></p> <p><b>Success Criteria</b>  Support: I can match the things in Scaredy Squirrel's Emergency Kit  Core: I can make an Emergency Kit  Extension: I can talk about one of my fears  Sensory: I can explore different textures (touch)</p> <p>LOTG:</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Scaredy Squirrel</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.scaredysquirrel.com/default2.html">http://www.scaredysquirrel.com/default2.html</a></li> <li>Make a class mind map of all the things people worry about</li> <li>Doodle a worry away (maybe to music)</li> <li>Read the sensory story and create an emergency worry kit</li> <li>Play Scaredy Squirrel game to collect the items in Emergency Kit</li> </ul>	<p><b>RISKS AND PRESSURES – Trying something new</b>  <b>Objective:</b> to choose and plan a new challenge  <i>S7 Communicate feelings and ideas in simple phrases</i>  <i>S7 Move with support to new activities-either directed or self-chosen</i></p> <p><b>Success Criteria</b>  Support: I can choose between two options  Core: I can choose off a list  Extension: I can talk about the choice I make  Sensory: I can explore different sounds and instruments</p> <p>LOTG:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>50 things to do by the time you are 11 ¾ (National Trust list). What have I done? What do I want to do? Select something off the list to plan to do the following week (ideally that is new to the child and achievable in school) What is needed to achieve it? Talk about success and failure</li> <li>Use visuals to sequence steps involved in activity</li> <li>Plan a class activity (e.g. food tasting) or prepare for a visit</li> </ul>	<p><b>RISKS AND PRESSURES – Trying something new</b>  <b>Objective:</b> to try a new challenge positively  <i>S7 Communicate feelings and ideas in simple phrases</i>  <i>S7 Move with support to new activities-either directed or self-chosen</i></p> <p><b>Success Criteria</b>  Support: I can try something new  Core: I can try something new and choose how I feel  Extension: I can try something new and talk about how I felt  Sensory: I can explore different tastes</p> <p><b>LOTG:</b> Visit to a new or familiar place</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>50 things to do by the time you are 11 ¾ (National Trust list).</li> <li>Visit to a familiar place and/or new place.</li> <li>Food tasting activity</li> </ul>
		<p><b>Week 6</b></p> <p><b>WORLD OF WORK – What's my line?</b>  <b>Objective:</b> to investigate the world of work  <i>S7 Make purposeful relationships with others in group activities</i></p> <p><b>Success Criteria</b>  Support: I can sort objects to jobs  Core: I can identify different jobs</p>	<p><b>Week 7</b></p> <p><b>WORLD OF WORK – Chocolate Bar: research it</b>  <b>Objective:</b> to find out what chocolate people like  <i>S7 Make purposeful relationships with others in group activities</i></p> <p><b>Success Criteria</b>  Support: I can make purposeful</p>	<p><b>Week 8</b></p> <p><b>WORLD OF WORK – Chocolate Bar: design it</b>  <b>Objective:</b> to design a chocolate bar based on research  <i>S7 Attempt to negotiate with others in group activities in a variety of situations</i></p> <p><b>Success Criteria</b>  Support: I can make choices for my</p>	<p><b>Week 9</b></p> <p><b>WORLD OF WORK – Chocolate Bar: make it</b>  <b>Objective:</b> to make and package chocolate bars  <i>S7 Attempt to negotiate with others in group activities in a variety of situations</i></p> <p><b>Success Criteria</b>  Support: I can make my chocolate bar</p>

	<p>Extension: I can solve clues to identify different jobs</p> <p>Sensory: I can investigate tools from different jobs</p> <p>LOTC:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>- invite different people in to give clues to the jobs they do</li> <li>- use pictures of work tools and match them to the jobs</li> <li>- charades/role play different jobs</li> <li>- Careers fair (real or role play)</li> <li>- What do I want to be when I am older?</li> </ul>	<p>interactions</p> <p>Core: I can ask questions in a survey</p> <p>Extension: I can survey and record results to a questionnaire</p> <p>Sensory: I can share chocolate samples</p> <p><b>LOTC: visit to a chocolatier</b></p> <ul style="list-style-type: none"> <li>• BOOK/STORY = Charlie and the Chocolate factory</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Create and conduct a survey to find out favourite chocolate bars.</li> <li>• Collect wrappers from different chocolate bars</li> <li>• Chocolate tasting (dark, milk, white etc)</li> <li>• Visit a chocolatier</li> </ul>	<p>chocolate bar</p> <p>Core: I can work with a partner to design recipe for a chocolate bar</p> <p>Extension: I can work with a partner to design a recipe, name and packaging</p> <p>Sensory: I can make my choices for a chocolate bar</p> <p>LOTC:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Design a chocolate bar wrapper</li> <li>• Design a recipe using choices (i.e. type of chocolate to use; what to add to it). Use visuals and/or samples</li> </ul>	<p>Core: I can work with a partner to make 3 bars (1 each and 1 to market)</p> <p>Extension: I can work with a partner to make bars and evaluate</p> <p>Sensory: I can make my chocolate bar</p> <p>LOTC:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Make bars: melt chocolate, add extras, fill mould, cool and set in fridge, wrap in silver foil, add wrapper</li> <li>• Record the process: what did we do?</li> <li>• Take turns to make and take photos</li> </ul>	<p>Core: I can share my chocolate bar with the panel of tasters</p> <p>Extension: I can talk about my chocolate bar with the panel</p> <p>Sensory: I can show my chocolate bar</p> <p>LOTC:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Choose a panel of 'tasters' to present the chocolate bars to (tasting may need to take place the week before). Children present their bar through pictures, photos etc</li> <li>• Make links to the world of work and real businesses</li> <li>• Make an advert for chocolate bar</li> </ul>
	<b>Week 11</b>				<b>HOME LEARNING SUGGESTIONS</b>
	<p><b>WORLD OF WORK – chocolate bar: setting up shop</b></p> <p><b>Objective:</b> to take part in an enterprise activity</p> <p><i>S7 Attempt to negotiate with others in group activities in a variety of situations</i></p> <p><b>Success Criteria</b></p> <p>Support: I can help in the shop</p> <p>Core: I can be a shop keeper</p> <p>Extension: I can help to organise the shop</p> <p>Sensory: I can help in the shop</p> <p>LOTC:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>- Create a chocolate shop (this could be role play or a fund raising activity).</li> </ul>				<ul style="list-style-type: none"> <li>• Find out about different jobs</li> <li>• Try something off the 50 things list</li> <li>• Start a diary of things you do for the first time or share if you already have one</li> <li>• What jobs do we rely on being done? (e.g. taxi or bus driver to get us to school, bin collectors to take our rubbish away, supermarket workers so we can do our shopping)</li> </ul>

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>RE – Christianity</b>	<p><b>WHO DO PEOPLE SAY THAT I AM? – What is the Bible?</b></p> <p><b>Objective:</b> to know that the Bible is a special book for Christians AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can make a book</p> <p>Core: I can choose Bible stories I have heard of</p> <p>Extension: I can talk about Bible stories I have heard of</p> <p>Sensory: I can look at , touch and feel</p>	<p><b>WHO DO PEOPLE SAY THAT I AM? – What sort of book is the Bible?</b></p> <p><b>Objective:</b> to understand that the Bible is a library of 66 books (39 in Old Testament, 27 in the New Testament) AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can sort Bible story toys</p> <p>Core: I know the Bible has 66 books</p> <p>Extension: I can sort books into Old and New Testament</p>	<p><b>WHO DO PEOPLE SAY THAT I AM? – Life of Jesus</b></p> <p><b>Objective:</b> to know that the New Testament is all about Jesus AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can match pictures to a timeline of Jesu's life</p> <p>Core: I can make a timeline of Jesus' life</p> <p>Extension: I can make connections between Jesus' life and festivals we may celebrate</p>	<p><b>WHO DO PEOPLE SAY THAT I AM? – Jesus: The Light of the World</b></p> <p><b>Objective:</b> to explain the difference that light makes (Jesus lessens fears) AT1,2</p> <p><b>Success Criteria</b></p> <p>Support: I can identify things which give light</p> <p>Core: I can talk about how light and dark make me feel</p> <p>Extension: I can show the difference that light makes</p>	<p><b>WHO DO PEOPLE SAY THAT I AM? – Jesus: The Good Shepherd</b></p> <p><b>Objective:</b> to describe the job of a shepherd (Jesus teaches that everyone matters) AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can match pictures of different sheep breeds</p> <p>Core: I can describe some of the things a shepherd does</p> <p>Extension: I can remember a time when</p>

<p>Bible story and the toys that go with it.</p> <p>LOTIC: Small World Bible story toys – e.g Noah’s Ark, Nativity, Jesus and disciples</p> <ul style="list-style-type: none"> <li>BOOK/STORY = The Bible Mary Jones’ Bible <a href="http://www.bbc.co.uk/education/clips/z9cd2hv">http://www.bbc.co.uk/education/clips/z9cd2hv</a></li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Look at different types of Bible – old and new, for younger and older readers, different languages. It is the a best seller</li> <li>Make own special handmade book with sewn binding and select Bible story pictures to go in it</li> </ul>  <ul style="list-style-type: none"> <li>The Big Story <a href="https://vimeo.com/123430346">https://vimeo.com/123430346</a></li> <li>Bible story toys – e.g Noah’s Ark, Nativity, Jesus and disciples</li> </ul>	<p>Sensory: I can I can look at, touch and feel Bible story and the toys that go with it</p> <p>LOTIC: Small World Bible story toys – e.g Noah’s Ark, Nativity, Jesus and disciples</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Genesis 1 (Creation story)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Make a paper chain or flag bunting of the Books of the Bible</li> <li>Play Old or New Testament Hopscotch</li> <li>Make a tower of 66 books!</li> <li>Bible story toys – e.g Noah’s Ark, Nativity, Jesus and disciples</li> <li>Sort visuals for the books into Old and New testament to make a poster</li> </ul> 	<p>Sensory: I can I can I can look at a touch and feel Bible story and the toys that go with it</p> <p>LOTIC:</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Luke 2 (Christmas story)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Find out what our names mean and their origins</li> <li>Sequencing the main events in the life of Jesus</li> <li>Bucket: Use objects of the main events to make connections between the familiar festivals/events and life of Jesus (e.g. Christmas present, cross, Easter egg)</li> <li>Bible toys linked to Jesus’ life</li> </ul>	<p>Sensory: I can follow light</p> <p>LOTIC: Make a dark den and use torches to bring light</p> <ul style="list-style-type: none"> <li>BOOK/STORY =</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Make paper lanterns</li> <li>Make a candle holder</li> <li>Experience darkness and different sorts of lights (torches, sensory room lights, glow sticks etc)</li> <li>Make a sun and stars collage</li> <li>Make a stained glass window using coloured tissue paper or cellophane</li> <li>Sort pictures of things which show light or dark (e.g. torch, candle, curtains, night )</li> <li>Make a dark den and use torches to bring light</li> </ul>	<p>I was lost or lost something and make connections to the story</p> <p>Sensory: I can feel different types of wool</p> <p>LOTIC: Find the lost sheep – outdoor hunt</p> <ul style="list-style-type: none"> <li>BOOK/STORY = The Parable of the Lost Sheep (Luke ch15)</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Play follow the leader</li> <li>Make pompom sheep (see the Join the Flock project run in 2011 <a href="http://www.jointheflock.co.uk/">http://www.jointheflock.co.uk/</a> )</li> <li>Find the lost sheep hidden in school</li> <li>Visit from a shepherd</li> </ul>
<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<p><b>WHO DO PEOPLE SAY THAT I AM? – Jesus: The Bread of Life</b></p> <p><b>Objective:</b> to share bread (Jesus shows people what was important in life) AT1,2</p> <p><b>Success Criteria</b></p> <p>Support: I can make bread</p> <p>Core: I can make bread for someone else</p> <p>Extension: I can discuss how it feels to give something to someone else</p> <p>Sensory: I can taste different types of bread</p> <p>LOTIC: Visit Supermarket bakery</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Feeding the 5000</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>- make bread! Give it away (beginning to explore the feelings around giving, receiving and sacrificial giving)</li> <li>- taste different types of bread</li> </ul>	<p><b>WHO DO PEOPLE SAY THAT I AM? – Jesus: The True Vine</b></p> <p><b>Objective:</b> to recognise that flavour adds something special (Jesus is special and makes a difference) AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can taste different flavours</p> <p>Core: I can make different flavours</p> <p>Extension: I can talk about different tastes</p> <p>Sensory: I can taste different fruit drinks</p> <p>LOTIC:</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Jesus turns water into wine</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Tasting different types of fruit</li> <li>Making fruit smoothies/fruit cocktails</li> <li>Changing water by adding different things (e.g. food colouring, sugar, salt, lemon, etc)</li> </ul>	<p><b>WHO DO PEOPLE SAY THAT I AM? – Jesus: The Gate to the Sheepfold</b></p> <p><b>Objective:</b> to identify my safe places and safe people (Jesus protects and cares for people) AT1,2</p> <p><b>Success Criteria</b></p> <p>Support: I can recognise familiar people and places</p> <p>Core: I can identify gates to keep people safe</p> <p>Extension: I can talk about different ways of keeping people safe</p> <p>Sensory: I can recognise familiar people and places</p> <p>LOTIC:</p> <ul style="list-style-type: none"> <li>BOOK/STORY =</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Explore different places that have gates (locally and further afield) and ask ‘why?’ [e.g. playground gates, car park gates, class garden gates, etc]</li> </ul>	<p><b>EASTER – PALM SUNDAY Jesus: The Way</b></p> <p><b>Objective:</b> to know that Jesus was a very special person AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can join in the procession</p> <p>Core: I can role play the Palm Sunday story</p> <p>Extension: I can talk about Palm Sunday</p> <p>Sensory: I can join in the procession</p> <p>LOTIC:</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Palm Sunday Entry into Jerusalem</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Make palm branches and crowns and role play the story</li> <li>How would/do we prepare for a special visitor?</li> <li>Watch processions (Royal: e.g. Trooping of the Colour; Sporting: Olympic medal winners or</li> </ul>	<p><b>EASTER – DEATH AND RESURRECTION Jesus: The Truth</b></p> <p><b>Objective:</b> to hear the Easter story AT1</p> <p><b>Success Criteria</b></p> <p>Support: I can follow a given path</p> <p>Core: I can order the events of the Easter story</p> <p>Extension: I can talk about the sad and happy parts of the Easter story</p> <p>Sensory: I can use a finger labyrinth</p> <p>LOTIC: Walk a labyrinth (a one way path)</p> <ul style="list-style-type: none"> <li>BOOK/STORY = Holy Week</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Make a storyboard of the events of Holy Week (Palm Sunday, Cleansing of Temple, Last Supper, Garden of Gethsemane, Good Friday, Holy Saturday, Easter Sunday)</li> <li>Make a hanging cross with bright colours on one side and black, white</li> </ul>

			<ul style="list-style-type: none"> <li>• Make lolly stick gates (5 bar and solid)</li> <li>• Photos of my safe/special people and places to make a picture board</li> </ul>	Footballers)	& grey on the other. Talk about the things that make us sad and the things that make us happy
	<b>Week 11</b>				<b>HOME LEARNING SUGGESTIONS</b>
	<p><b>EASTER – CELEBRATIONS Jesus: The Life</b></p> <p><b>Objective:</b> to respond to the Easter story (Jesus is the reason we celebrate) AT2</p> <p><b>Success Criteria</b></p> <p>Support: I can choose visuals or objects to include in my response</p> <p>Core: I can remember parts of the Easter story</p> <p>Extension: I can remember some of the ways Jesus is described</p> <p>Sensory: I can choose visuals or objects to use in my response</p> <p><b>LOTG: Easter egg hunt</b></p> <ul style="list-style-type: none"> <li>• BOOK/STORY =</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>- Write a prayer</li> <li>- Make an Easter garden</li> <li>- Design an Easter card</li> </ul>		•		<ul style="list-style-type: none"> <li>• Reading Bible stories</li> <li>• Visiting a church (Some churches run Messy Church = craft activities and stories which children might enjoy)</li> <li>• Looking for links to Jesus in Easter things in the shops</li> <li>• Easter egg hunt</li> <li>• Repeating some of the activities at home</li> <li>• Colouring pictures linked to Bible stories</li> </ul>