

Year 1

Summer 1 Animals Around the World
Summer 2 Wildlife Garden



Animals Around the World



Subject	NC Objective	Skills	Knowledge	Vocabulary																																		
<p style="text-align: center;">Science Continued from Spring 2</p>	<p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Assessment</p> <p>Can you explain what are the parts of our body?</p> <p>Can you explain your senses and what they are used for?</p> <p>Can you name different kinds of animal and classify them?</p> <p>Can you explain how animals feed in different ways?</p>	<table border="0"> <tr> <td>Animals</td> <td>Leg</td> </tr> <tr> <td>Invertebrate e.g. worm, spider,</td> <td>Knee</td> </tr> <tr> <td>Insect e.g. (various)woodlouse,</td> <td>Foot</td> </tr> <tr> <td>centipede</td> <td>Face</td> </tr> <tr> <td>Fish</td> <td>Ear</td> </tr> <tr> <td>Amphibian</td> <td>Nose</td> </tr> <tr> <td>Reptile</td> <td>Eye</td> </tr> <tr> <td>Bird</td> <td>Hair</td> </tr> <tr> <td>Mammal</td> <td>Mouth</td> </tr> <tr> <td>Carnivore</td> <td>Teeth</td> </tr> <tr> <td>Herbivore</td> <td>Sight</td> </tr> <tr> <td>Omnivore</td> <td>Hear</td> </tr> <tr> <td>Head</td> <td>Smell</td> </tr> <tr> <td>Neck</td> <td>Touch</td> </tr> <tr> <td>Arm</td> <td>taste</td> </tr> <tr> <td></td> <td>Elbow</td> </tr> <tr> <td></td> <td>Hand</td> </tr> </table>	Animals	Leg	Invertebrate e.g. worm, spider,	Knee	Insect e.g. (various)woodlouse,	Foot	centipede	Face	Fish	Ear	Amphibian	Nose	Reptile	Eye	Bird	Hair	Mammal	Mouth	Carnivore	Teeth	Herbivore	Sight	Omnivore	Hear	Head	Smell	Neck	Touch	Arm	taste		Elbow		Hand
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<p>Geography</p>	<p>Locational knowledge To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the United Kingdom and its countries, To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Knowledge & Understanding Ask and respond to questions about places/environment. Use the correct terms for simple geographical features in the local environment.</p> <p>Practical Draw a simple map (e.g. of an imaginary place from a story), labelling particular features. Name, describe and group features of the home/school environment from first hand observation, responding to simple questions. Use basic geographical vocabulary to name physical and human features of familiar places. Use maps, pictures and stories to find out about different places.</p>	<p>To identify and classify different animals. To understand where different animals come from in the world. Locate the habitats of the different animals on a world map. To understand the habitat and landscape of the different countries linked to the habitats of each animal. Locate different animals within the local community. To create a map of the school grounds placing the different habitats.</p> <p>Assessment: Can you find the countries using an atlas that different animals come from? Can you explain why some animals live in the particular habitat identified? (Landscape features)? Can you draw a map of the school grounds showing the different habitats?</p>	<p>Classify Map Atlas World Continents Animals Habitats Community Key Adaptation Landscape Observations Physical features Human features Co-ordinates Countries</p>
<p>Art</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Investigate a range of textures through rubbings</p>	<p>To investigate a range of textures through rubbings To understand the importance of texture To be able to describe different textures To use rubbings to create a piece of art work</p> <p>Assessment Can you use a range of rubbings to create a piece of art work?</p>	<p>Rubbings Texture Patterns</p>
<p>DT</p>	<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Plan and communicate ideas Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their research.</p> <p>Make (technical knowledge)</p>	<p>To analyse the features of a bird feeder. To plan and design their own bird feeder. To identify appropriate materials to be used to create their design. To use the correct techniques when creating their bird feeder. To evaluate their finished product against their design. To identify their own strengths and areas of development.</p> <p>Assessment Can you identify the features of a bird feeder?</p>	<p>birdfeeder Features Generate Research Measure Technique Cut Material Join Combine Glue Finishing</p>



	<p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate To explore and evaluate a range of existing products to evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Can you design a bird feeder with the correct features? Can you select appropriate materials and explain your choices? Can you use joining techniques effectively to combine materials? Can you identify a strength of your finished product? Can you say what you would improve by comparing your design and your finished product?</p>	<p>Evaluate Purpose Mould</p>
<p>Computing</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Information Technology: Discuss and share how and when they use ICT in everyday life. Identify different devices that can go online.</p> <p>Digital Literacy: Use technology safely. Recognise common uses of information technology beyond school.</p>	<p>To select from a list of apps, games and websites that a trusted adult gives me To use links to websites to find information</p> <p>Assessment Can you select websites and apps for a purpose?</p> <p>To recognise ways that technology is used in my home and community. To begin to identify some of the benefits of using technology. To recognise the ways we use technology in our classroom.</p> <p>Assessment Can you talk about different technologies around the school and their purpose? Can you describe how technology lets you talk to people in another place? Can you talk about where technology is useful and where it is unnecessary? Can you explain the benefits of using technology and when it is best to do something differently?</p>	<p>Apps Games Website Trusted Purpose Technology Benefits Talk Unnecessary</p>
<p>Music</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Performing (singing/playing): To take turns in a performance with others. Sing with a sense of melody.</p> <p>Improvising and experimenting: Make sounds in different ways, including hitting,</p>	<p>Storytime (Exploring sounds) Discussing basic musical terms – fast, slow, loud, quiet Understanding how music can tell a story Performing with concentration Playing fast, slow, loud and quiet Creating music that matches an event in a story</p>	<p>Beat Sequence Steady Speed Tempo Tempi</p>



	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>blowing and shaking. Copy a simple rhythm by clapping or using percussion.</p> <p><u>Listening, developing knowledge and understanding:</u> Talk about the songs/pieces of music which they enjoy.</p>	<p>Rehearsing and performing with others Learning new songs and chants</p> <p>Assessment Can you create a piece of music that matches an event in a story? Can you change the dynamics when you change?</p> <p>Our Bodies (Beat) Performing a steady beat at two different speeds (tempo) Responding to change of mood in a piece of music with a slow and fast steady beat Identifying a repeated rhythm pattern Combining a rhythm pattern and a steady beat Performing together with concentration Performing rhythm patterns on body percussion to a steady beat Inventing and performing new rhythms to a steady beat</p> <p>Assessment Can you perform a steady beat at two different speeds? Can you respond the mood in a piece of music?</p>	<p>Control Changes Instrument Contrast Dynamics Vocal Voice Percussion</p>
<p>PE Football</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending To perform dances using simple movement patterns.</p>	<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Run a short distance with some control. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still.</p>	<p>Move fluently, changing direction and speed easily and avoiding collision Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions. Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them Watch others movements carefully Describe what they have done or seen others doing. Copy what they see and say why it is good To identify and show understanding. To perform as part of a team.</p>	<p>Run Control Defend Tackle Shoot Goal Attack Goalkeeper Strike Midfield Referee Score Offside Throw in Corner Penalty Kick off Centre Pitch Foul Yellow card Red card Free kick Team</p>



			<p>Assessment Can you change direction and stay in control of the ball? Can you show control and accuracy when playing with your opponent? Can you find a good position when playing team games?</p>	
PSHE	<p>Relationships To identify the members of my family and understand there are lots of different types of families. To identify what being a good friend means to me. To know appropriate ways of physical contact to greet my friends and know which I prefer. To know who can help me in my school community. To recognise my own qualities as a person and as a friend. To explain why I appreciate someone who is special to me.</p>	<p>To know how it feels to belong to a family and care about the people who are important to me. To know how to make a new friend. To recognise which forms of physical contact are acceptable and unacceptable to me. To know when I need help and know how to ask for it. To know ways to praise myself. To express appreciation for someone who is special to me.</p> <p>Assessment Can you explain why you appreciate someone who is special to you? Can you express feelings about someone special?</p>	<p>Family Belong Different Same Friends Friendship Qualities Caring Sharing Kind Greeting Touch Feel Texture Like Dislike</p>	<p>Help Helpful Community Feelings Confident Praise Qualities Skills Self-belief Incredible Proud Celebrate Relationships Special appreciate</p>
RE	<p>Judaism – Is Sabbath important to Jewish children? To empathise with Jewish children by understanding what they do during Sabbath. To understand why Sabbath is important to them.</p>	<p>To explain which day of the week is my favourite and talk about what food I would like to share in a special meal. To use the correct names for things that are special to Jewish people during Sabbath and explain why. To make connections between being Jewish and decisions about behaviour.</p> <p>Assessment: Can you name your favourite day of the week and explain why? Can you say what food you would like to share in a special meal? Can you name the things that are special to Jewish people during Sabbath and explain why? Can you make connections between being Jewish and decisions about behaviour?</p>	<p>Jewish Non Jewish Sabbath Prayers Reflection Ceremony Candles Special food Kippah Synagogue Blessings Ceremony</p>	

Year 1

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Wildlife Garden



Subject	NC Objective	Skills	Knowledge	Vocabulary
<p>Science Plants</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1. Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>To know the parts of a plant To be able to name different types of plant To understand how trees survive the winter To know where to find plants To know and understand where plants can live</p> <p>Assessment: Can you name the different parts of a plant? Can you name and identify a range of different plants? Can you explain why a tree can survive in the winter? Where would you find plants growing? Explain why?</p>	<p>Plant Roots Stem Trunk Branches Leaves flower petals fruit bulb seed evergreen deciduous vegetables variety of common plant names, e.g. geranium, dandelion, oak, bean</p>
<p>History</p>	<p>To know significant historical events, people and places in their own locality</p>	<p><u>Chronological understanding</u> Sequence some events or 2 related objects in order. Uses words and phrases: old, new, young, days and months. Remembers parts of stories and memories about the past.</p> <p><u>Knowledge and understanding</u> Tell the difference between past and present in own and other people's lives.</p> <p><u>Historical interpretation</u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p>	<p>To understand that the local area has changed over time To interview others about changes over time To ask and answer questions about the past To use the language associated with changes over time To listen to remember parts of stories from memories about the past To explain to other about changes in the past in the local area</p> <p>Assessment: Can you ask others questions about the past? Can you use this information to explain changes over time? Can you find information for the past using a range of resources?</p>	<p>Changes Local area Over time Locality Historical Memories Past Recount Old New Young Day and months Years Past Present Sources</p>



		<p>Historical enquiry Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p>																								
<p>Geography Local Area Study</p>	<p>Human and physical geography To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Knowledge & Understanding Explain what changes are taking place in the local environment. Ask and respond to questions about places/environment. Use the correct terms for simple geographical features in the local environment. Practical Draw a simple map, labelling particular features. Name, describe and group features of the home/school environment from first hand observation, responding to simple questions. Use basic geographical vocabulary to name physical and human features of familiar places. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To use a map and key to locate things in the local area To explain changes in the local area To ask and answer questions about the local area To use the correct geographical vocabulary To use compass directions to locate features on a map Assessment: Can you use a map to find different features? Can you use a key on a map to find different features? Can you explain changes that have happened in the local area over time? Can you use the correct geographical vocabulary to explain locations on a map? Can you use a map/atlas to locate geographical features/landmarks?</p>	<table border="0"> <tr> <td>Landmarks</td> <td>Local environment</td> </tr> <tr> <td>Map</td> <td>Compass directions</td> </tr> <tr> <td>Atlas</td> <td>North</td> </tr> <tr> <td>Globe</td> <td>South</td> </tr> <tr> <td>Front behind</td> <td>East</td> </tr> <tr> <td>Next to far away</td> <td>West</td> </tr> <tr> <td>Near to</td> <td>Changes</td> </tr> <tr> <td>Geographical features</td> <td>Over time</td> </tr> <tr> <td>Location</td> <td>Geographical</td> </tr> <tr> <td>Similarities</td> <td>Environment</td> </tr> <tr> <td>Differences</td> <td></td> </tr> </table>	Landmarks	Local environment	Map	Compass directions	Atlas	North	Globe	South	Front behind	East	Next to far away	West	Near to	Changes	Geographical features	Over time	Location	Geographical	Similarities	Environment	Differences	
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<p>Art</p>	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Begin to collect ideas in sketch books Work from observations and known objects. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel</p>	<p>To use sketch books to create some observational drawings To use lines and colour to create the desired effect To mix colours to get the desired colour To blend colours together Assessment Can you do an observational drawing? Can you add detail to your observational drawing? Can you mix colours to match those observed?</p>	<table border="0"> <tr> <td>Blend</td> <td>Line</td> </tr> <tr> <td>Mix</td> <td>Form</td> </tr> <tr> <td>Observational</td> <td>Space</td> </tr> <tr> <td>Effect</td> <td>Pattern</td> </tr> <tr> <td>Chalks</td> <td>Colour</td> </tr> <tr> <td>Pastels</td> <td>Sketch</td> </tr> <tr> <td>Crayons</td> <td></td> </tr> <tr> <td>Texture</td> <td></td> </tr> </table>	Blend	Line	Mix	Form	Observational	Space	Effect	Pattern	Chalks	Colour	Pastels	Sketch	Crayons		Texture							
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Computing	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Information Technology Solve a problem using ICT. Discuss and share how and when they use ICT in everyday life. Put data into a program. Identify different devices that can go online. To organise, store and retrieve digital content</p> <p>Digital Literacy Use technology safely. Recognise common uses of information technology beyond school.</p>	<p>To talk about the different ways in which technology can be shown To add information to a pictograph and talk to you about what I have found out To sort different kinds of information and present it to others To use technology to collect information, including photos, video and sound</p> <p>Handling Data To add information to a pictograph and talk about what I have found out. To present data in a digital format.</p> <p>Multimedia To be creative with different technology tools. To save information in a special place and retrieve it again</p> <p>Assessment Can you create a pictograph and Venn diagram from information provided and understand what it represents? Can you add labels and change the image to customise your pictograph? Can you open, add to and save a file? Can you add text and drawings to an image?</p>	<p>Technology Information Pictograph Sort Present Photos Videos Sound Digital Save Retrieve Venn diagram Add Image Customise Open add Save</p>
Music	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Performing (singing/playing): To take turns in a performance with others. Sing with a sense of melody.</p> <p>Improvising and experimenting: Make sounds in different ways, including hitting, blowing and shaking. Copy a simple rhythm by clapping or using percussion.</p>	<p>Travel (Performing) Combining voices, movement and instruments to perform a chant and a song Keeping a steady beat on instruments Creating word rhythms Performing word rhythms with movement Keeping a steady beat Playing and combining simple word rhythms Responding to music in movement</p> <p>Assessment Can you combine movement and instruments to perform a chant? Can you use an instrument to maintain a steady beat?</p> <p>Water (Pitch) Creating a picture in sound</p>	<p>Beat Sequence Steady Speed Tempo Tempi Control Changes Instrument</p> <p>Pitch Contrast Symbol Dynamics Vocal Voice Signal Percussion</p>



			<p>Understanding musical structure by listening and responding Performing a simple repeated pattern</p> <p>Assessment Can you create a picture using sound? Can you perform a simple repeated pattern?</p>	
PE	<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.</p>	<p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task.</p>	<p>Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing. Run continuously for about one minute and, when required, show the difference between running at speed and jogging. Throw with increasing accuracy and co-ordination into targets set at different distances. Use different techniques, speed and effort to meet challenges set for running, jumping and throwing. Describe what happens to their heart, breathing and temperature during different types of athletic activity. Identify and describe different running, jumping and throwing actions. Explain what is successful and what they have to do to perform better. To identify and show their understanding. To perform as an individual and as part of a team.</p> <p>Assessment Can you create a sequence of 5 basic jumps? Can you run continuously for one minute? Can you adapt your running from jogging to sprinting to running? Can you throw a ball to your opponent with accuracy? Can you explain what happens to your body when you exercise?</p>	<p>Jump Athletic Stretch Climb Run Balance Speed Jog Technique Effort Challenge</p>
PSHE	<p>Changing Me To understand the life-cycles of animals and humans. To tell you some things about me that have changed and some things that have stayed the same. To explain how my body has changed since I was a baby. To identify the parts of the body that make boys different to girls and use the correct vocabulary. To understand that every time I learn something new I change a little bit. To tell you about changes that have happened in my life.</p>		<p>To understand that changes happen as we grow and that is okay. To know that changes are okay and that sometimes they will happen whether we like them or not. To understand that growing up is natural and everybody will grow at different rates. To respect my body and understand which parts are private. To enjoy learning new things. To know some ways to cope with changes.</p> <p>Assessment:</p>	<p>Changes Life cycle Baby Adulthood Grown up Mature Male Female Vagina Penis Testicles</p> <p>Breasts Hair Learn New Grow Anxious Worried Excited Coping Feelings</p>



		<p>Can you identify parts of the body that make boys and girls different and use the correct names for these parts? Can you identify parts of your body which are private and explain why?</p>																	
<p>RE</p>	<p>Judaism – Are Rosh Hashannah and Yom Kippur important to Jewish children? To empathise with Jewish children by understanding what Rosh Hashannah and Yom Kippur mean to them. To understand religious celebrations are important to people. To understand symbols are better than words at expressing religious beliefs.</p>	<p>To know how it feels to say sorry and understand what it is being said for. To be able to explain something that either Rosh Hashannah or Yom Kippur is about. To choose a picture and give my thoughts on why this might be important to Jewish children at Rosh Hashannah and Yom Kippur.</p> <p>Assessment Can you explain the importance of Hashannah or Yom Kippur? Can you explain a time when you had to say sorry but it was difficult?</p>	<table border="0"> <tr> <td>Rosh Hashannah</td> <td>Shofar</td> </tr> <tr> <td>Yom Kippur</td> <td>Forgiveness</td> </tr> <tr> <td>Jewish</td> <td>Reflection</td> </tr> <tr> <td>Religious celebration</td> <td>Sorry</td> </tr> <tr> <td>Festival</td> <td>Synagogue</td> </tr> <tr> <td>Belief</td> <td>Pray</td> </tr> <tr> <td>Story</td> <td>God</td> </tr> <tr> <td>Rabbi Salanter</td> <td></td> </tr> </table>	Rosh Hashannah	Shofar	Yom Kippur	Forgiveness	Jewish	Reflection	Religious celebration	Sorry	Festival	Synagogue	Belief	Pray	Story	God	Rabbi Salanter	
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