



Wow Starter: Watch videos of Diwali celebrations and discuss what we see happening.

Final Event: Make and taste some foods eaten at Diwali.

PSED & RELIGIOUS EDUCATION

O KS1

- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.
- Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.
- Reflect on how spiritual and moral values relate to their own behaviour.

• Recognise that religious teachings and ideas about values make a difference to individuals, families and the local community.

RE - Learning From Religion KS1

- **rf16** Reflect on and consider religious experiences such as praise and sadness.
- **rf17** Ask puzzling questions and communicate their responses.

Learning About Religion KS1

- **ra13** Explore a range of religious stories and sacred writings and talk about their meanings.
- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **ra16** Explore how religious ideas and beliefs can be expressed through the arts.
- **ra17** Communicate their responses to religious ideas and beliefs expressed through the arts.
- **ra18** Identify and suggest meanings for religious symbols and begin to use a range of religious words.

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad4** I can use sculpture to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best

Make KS1

- **dt8** I can use simple finishing techniques to improve my product
- **dt12** I can create or follow simple recipes

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt17** I can talk about what worked well with my product and how it could be improved

Cooking and nutrition KS1

- **dt22** I can describe the healthy food in the dishes I prepare
- **dt23** I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- **dt24** I can tell you where some of the food I eat comes from

PE
Follow and adapt Val Sabin schemes of work:
Games Year 2 Unit 1,
Athletics Year 2 Unit 1.

RE
Learn and retell the story of Rama and Sita, using drama.
Know how Diwali is celebrated by Hindus.
Know why Diwali is celebrated by Hindus.
Know the meanings of some of the symbols and artifacts seen during Diwali.

PSHE
Feelings and Relationships
1 - Understanding and coping with emotions
2 - Friendship
3 - Sameness and Difference
4 - Citizenship

Celebrating Diwali

MATHS
Hamilton planning Autumn weeks 8-12
Addition and Subtraction
Shape
Data

Opportunities for maths within outdoor area:
Writing/counting/identifying numbers and objects in sand, measuring rainfall/objects, identifying shapes, making patterns with chalk, filling pots and pans using vocab of more than/less than/equal to.

ENGLISH
Hamilton planning Autumn:
Fiction 2 - Stories in Familiar Settings
Non-Fiction 2 - Information Texts
Poetry 2 - Traditional Poems for Young Children.

Opportunities for English in outdoor area: finding/writing phonemes in sand and on path.

ART
Create and decorate Diya lamps from clay.
Create Rangoli patterns using chalk.

DT
Make and taste Diwali sweets and mango lassi.
Say what we did and didn't like about our sweets.

MUSIC

COMMUNICATION AND LANGUAGE
Opportunities to develop speaking and listening across the curriculum.
Retelling stories through Drama and role-play.

OUTDOOR LEARNING

Sand, pots, reading, construction, art easels, mud kitchen, rackets/hoops..
For specific Maths and English opportunities see appropriate sections.

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m36** read and write numbers to at least 100 in numerals and in words

Number - addition and subtraction KS1

- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m57** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- **m58** find different combinations of coins that equal the same amounts of money

LITERACY

Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

Celebrating Diwali - Stage Coverage

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PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** to use a range of materials creatively to design and make products
- **ad4** to use sculpture to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.

Make **KS1**

- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- **dt12** select from and use a wide range of materials and components, including ingredients

Evaluate **KS1**

- **dt14** explore a range of existing products
- **dt17** evaluate their products against design criteria

Cooking and nutrition **KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes
- **dt23** use the basic principles of a varied diet to prepare dishes
- **dt24** understand where food comes from.

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