

# The Tiger Who Came to Tea

Judith Kerr

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## KS1 Curriculum Plan



## Autumn Two Planning – Year 1 and 2

### Topic: Let the Good Times Roll! (Celebrations and Festivals)

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven
<b>English</b>	Recount Writing- Weekend news, every Monday recount writing to develop basic literacy key skills.						
<b>Text Type</b>	Descriptive writing and informal letter writing		Instructions		Diary about a real event		Poetry
<b>English (Y1)</b>	<p><b>Text: The tiger who came to tea.</b></p> <p>Adding in missing punctuation (C.L and full stops) to sentences from the beginning of the book and writing/sticking sentences in the right order.</p> <p>Look at co-ordination in sentences with the word and.</p> <p>Write a character description of the tiger including details of the setting he may have come from using adjectives, finger spaces, capital letters, full stops and co-ordination with and.</p> <p>Hot-seat the tiger with verbal questioning. Write</p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Write lists of what items you would have at your own tea party, using e and es for plurals.</p> <p>Write speech bubbles for the characters, including plurals as a challenge.</p> <p>Look at existing letters of invitations- identify key features.</p> <p>Write a letter invite for a tea party using adjectives, full stops, capital letters and co-ordination- worksheet to help formulate simple sentences.</p> <p><b>To use the spelling rule for adding s and</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Look at existing instructional writing for recipes- identify key features.</p> <p>Sequence instructions into a logical order.</p> <p>Make healthy sandwiches in class for a tea party- practical activity.</p> <p><b>To sequence sentences to form short narratives.</b></p> <p><b>To begin to punctuate sentences using a capital letter and full stop.</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Plan assessed instructional writing.</p> <p>Write instructions for how to make a sandwich using time connectives, imperative verbs, finger spaces, capital letters, full stops and co-ordination.</p> <p><b>To begin to punctuate sentences using a capital letter and full stop.</b></p> <p><b>Join words and clauses using 'and'.</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p><b>Class Tea Party-invite parents.</b></p> <p>Look at existing recount diary writing- identify key features.</p> <p>To plan an independent/assessed recount (diary entry).</p> <p><b>To begin to punctuate sentences using a capital letter and full stop.</b></p> <p><b>Join words and clauses using 'and'.</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p>To write an independent/assessed recount (diary entry) of the tea party had as a class.</p> <p>Use finger spaces, full stops, capital letters, some basic adjectives, co-ordination with 'and' and plurals independently.</p> <p><b>To use the spelling rule for adding s and es as the plural marker for nouns.</b></p> <p><b>To begin to punctuate sentences using a capital letter and full stop.</b></p> <p><b>Join words and clauses using 'and'.</b></p> <p><b>Begin to use a question mark.</b></p>	<p>Poetry Week</p> <p>To read and write calligrams based on the theme of Christmas.</p> <p>Y1: To listen to and discuss poetry.</p>

	<p>these questions down for GD.</p> <p><b>Develop ideas through imagining. To begin to punctuate sentences using a capital letter and full stop. Join words and clauses using ‘and’. Begin to use a question mark.</b></p>	<p><b>es as the plural marker for nouns.</b></p> <p><b>To begin to punctuate sentences using a capital letter and full stop. Join words and clauses using ‘and’. Begin to use a question mark.</b></p>					
<p><b>English (Y2)</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Improve and add in adjectives to the story. Re-cap expanded noun phrases and introduce adverbs.</p> <p>Look at the difference between co-ordination and subordination and use them to expand the simple sentences in the beginning of the book.</p> <p>Write a character description of the tiger including details of the setting he may have come from using</p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Write lists of what items you would have at your own tea party. Use subordination to provide justification for the items chosen.</p> <p>Look at existing letters of invitations- identify key features.</p> <p>Write a letter invite for a tea party using adjectives, adverbs, subordination and questions to send to parents/guests for the tea party.</p> <p>Publish work neatly to hand out invitations</p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Look at existing instructional writing for recipes-identify key language and grammatical features.</p> <p>Sequence instructions into a logical order. Improve existing instructional writing based on success criteria.</p> <p>Make healthy sandwiches in class for a tea party- practical activity.</p> <p><b>Plan out loud what they are going to write about.</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p>Plan assessed instructional writing.</p> <p>Write instructions for how to make a sandwich using adjectives, adverbs, time connectives and imperative verbs.</p> <p>Edit and improve writing.</p> <p><b>Write for different purposes. Evaluate their writing with the teacher and other pupils. Tre-read to check work makes sense and that verbs to</b></p>	<p><b>Text: The tiger who came to tea.</b></p> <p><b>Class Tea Party-invite parents.</b></p> <p>Look at existing recount diary writing- identify key language and grammatical features.</p> <p>Improve existing diary writing based on success criteria.</p> <p>To plan an independent/assessed recount (diary entry).</p>	<p><b>Text: The tiger who came to tea.</b></p> <p>To write an independent/assessed recount (diary entry) of the tea party had as a class.</p> <p>Use adjectives, adverbs, subordination, apostrophes for possession, sentence openers independently.</p> <p>Edit and improve writing.</p> <p><b>Use expanded noun phrases to describe and specify.</b></p>	<p>Y2: To write for different purposes. To Plan what they are going to write about. Write down key vocabulary.</p>

	<p>adjectives, adverbs and subordination.</p> <p>Introduce apostrophes for possession e.g. The tiger's yellow eyes.</p> <p>Think of questions to ask the tiger- hot seating activity.</p> <p><b>To develop ideas through imagining. Use expanded noun phrases to describe and specify. Use subordinating and co-ordinating conjunctions. Use apostrophes for possession. Form a question and use a question mark.</b></p>	<p>for the class tea party.</p> <p><b>Use subordinating conjunctions. Write for different purposes. Encapsulate what they want to say, sentence by sentence.</b></p>	<p><b>Write down new ideas, including new vocabulary.</b></p>	<p><b>indicate time are used correctly and consistently. Write a command.</b></p>	<p><b>To write narratives about personal experiences. Plan out loud what they are going to write about. Write down new ideas, including new vocabulary</b></p>	<p><b>Use subordinating and co-ordinating conjunctions. Use apostrophes for possession. Evaluate their writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation.</b></p>	
<p><b>Mathematics (Y1)</b></p>	<p>Addition and Subtraction</p> <p>Represent and use number bonds and related subtraction facts.          Read write and interpret mathematical statements using the + - and = signs.          Add and subtract numbers, including 0.          Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>Shape</p> <p>Recognise and name common 2D shapes.          Recognise and name common 3D shapes.</p>	<p>Place Value (to 20)</p> <p>Count to 20, forwards and backwards from 0 or 1 or any given number.          Count, read and write numbers to 20 in numerals and words.          Given a number, identify one more and one less.          Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than less than (fewer) most and least.</p>	<p>Consolidation</p>			

Mathematics (Y2)	Addition and Subtraction	Measurement: Money	Multiplication and Division	Consolidation
	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p>	<p>Recognise and use symbols for pounds and pence £ and p.; combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amount of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.</p> <p>Show that the multiplication of two numbers can be done in any order and division of one number by another cannot.</p>	

<p><b>Science Year 1</b></p> <p><b>See working scientifically objectives throughout.</b></p>	<p>LO: Can I observe changes across the four seasons?  <u>Steps to success</u>          - I can tell my partner what it means to observe something.          -I can describe how the weather changes across the four seasons.          -I can describe how the day length changes throughout the year.</p>	<p>LO: Can I observe and describe weather associated with the seasons by observing weather in autumn?  <u>Steps to success:</u>          -I can observe and describe the weather.          -I can collect and record data about autumn.</p>	<p>LO: Can I observe changes across the four seasons on an autumn walk?  <u>Steps to success:</u>          -I can observe changes from summer to autumn          -I can identify signs of autumn.          -I can understand what is going to happen as we transition from autumn to winter.</p>	<p>LO: Can I observe the changes between autumn to winter?  <u>Steps to success:</u>          -I can observe how day length changes from autumn to winter.          -I can discuss how our clothing changes when the seasons change.</p>	<p>LO: Can I explore how animals survive in winter?          Steps to success:          -I can understand that some animals hibernate in winter.          -I can talk about the difference between animals in winter and summer.          - I can explain that some animals adapt to life in winter.</p>		
<p><b>Science Year 2</b></p> <p><b>See working scientifically objectives throughout.</b></p>	<p>L.O. Can I compare the difference between things that are living, dead or never been alive?</p> <p>Lesson Content:          - Introduce children to MRS GREN (Characteristics of living things)          - Discuss how we know something is alive.          - Identify which objects are living and which are not.          - Develop onto if they are dead or never been alive.          -As a class children to draw something that</p>	<p>L.O. Can I identify features of a local habitat?</p> <p>Lesson Content:          - Revisit what humans need to stay alive.          - Introduce the children to the following British habitats: Urban, Woodland, Ponds and Coastal habitats.          - Children to explore a local habitat (School field, forest area) and identify and classify what they can see that is living, dead and never been alive.</p> <p>Resources needed:</p>	<p>L.O. Can I explore the habitat of a tiger?</p> <p>Lesson Content:          - Please note that this is a fact collecting lesson.          - Children are to use Ipads/Laptops to explore the habitat of a tiger <b>in the Savanna.</b> (teachers may choose something other than this if necessary)          - Children to look at the features of the Savanna (temperature, location, what a tiger would have access to,</p>	<p>L.O. Can I write a fact file on the habitat of a tiger?</p> <p>Lesson Content:          - Revisit learning on tiger’s habitat.          - Ensure all facts are correct before the children move onto their fact file.          - Provide children with a fact file template if appropriate and allow them to complete their fact files.          - Children should write about:</p> <ul style="list-style-type: none"> <li>• The location of the habitat (key info on the</li> </ul>	<p>L.O. Can I compare microhabitats and the habitat of a tiger?</p> <p>Lesson Content:          - Use slides to explain what a microhabitat is          - Walk around the school grounds... can the children identify anywhere that an insect may use as its habitat? (It would be ideal for children to hunt for minibeasts although seeing them is not guaranteed).          - Children use the facts collected in Weeks 3-4 and from today’s lesson in</p>		

	<p>is living, dead and never been alive.          -List three reasons for each how they can tell.          Resources needed:          - 3 hoops (Living, Dead and Never alive).          - Picture cards/Sorting cards.          - Sheet to collect habitat facts (will be available on staff shared)</p>	<p>- Sheet to collect habitat facts (will be available on staff shared)</p>	<p>where about a tiger may live).          - Children to make notes on sugar paper of their findings.          This will be used to create a fact file in Week 4. <b>Use the bullet points from Week 4 as a stimulus as to what children should research.</b>           Resources needed:          - Ipads/Laptops          -Sugar paper</p>	<p>Savanna: temperature, rainfall etc)  <ul style="list-style-type: none"> <li>• What a tiger has access to in their habitat (inc. shelter)</li> <li>• How/where they get their food/water</li> </ul>         Resources needed:          - Facts from Week 3          - Fact file template</p>	<p>order to create a Venn diagram to compare two habitats (microhabitat and tiger).          Resources needed:          - Venn diagram sheet (will be available on staff shared)</p>		
<p><b>History</b></p>	<p>Initial assessment: what do the children know and what do they want to find out.          LO: To recount events and plot on a timeline (Guy Fawkes).           To sequence pictures of The Gunpowder Plot and make a mini book. (Y1)          To create a news report about the event. (Y2)   <b>Events beyond living memory that are significant nationally.</b></p>	<p>To know what Guy Fawkes did, and his motives.           Hot Seating activity.          Make a wanted poster for Guy Fawkes.           Possible extension activities:          Charcoal sketches of Guy Fawkes          Bonfire safety posters.          Marshmallow sparklers.          Firework poems.   <b>Events beyond living memory that are significant nationally.</b></p>	<p>To make comparisons in how we celebrate or remember significant events.           Look at the significance of the poppy in relation to Remembrance Sunday.          Research Pontefract's War Memorial (possible visit).          Compare how we celebrate the anniversary of Remembrance Sunday to how we celebrate Bonfire Night.</p>				

		To develop ideas by imagining (S&L)	Events beyond living memory that are significant nationally.				
<b>Geography</b>				<p>To compare a small area of the UK (Pontefract) to a small area of a contrasting non-European country.</p> <p>Photographs of human and physical features of UK and non-European country (locate these countries on maps used last lesson). Use a table to sort similarities and differences between both. Cut and stick/Writing.</p>	<p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Locate popular or familiar physical and human features on a map of the world, include those from countries used last lesson. Use directional language / compass points to locate these features on the map and plan routes.</p> <p>Extend this into ICT using Roamers/Beebots etc. where possible.</p>	<p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Plan a route for Santa to deliver his gifts to key locations on a map, using directional language and ICT if available.</p>	
<b>Art</b>	<p><b>NC Objective- Use a range of materials creatively to design and make products.</b></p> <p>L.O: To create a Christmas bauble</p>	<p><b>NC Objective- Use a range of materials creatively to design and make products.</b></p> <p>L.O: To create a seasonal changes calendar</p>	<p><b>NC Objective- Learn about the work of craftspeople, describing the differences and similarities between different practices and disciplines, and</b></p>	<p><b>NC Objective- Use a range of materials creatively to design and make products.</b></p> <p>L.O: To create a Christmas bauble</p>	<p><b>NC Objective- Use a range of materials creatively to design and make products.</b></p> <p>L.O: To create a seasonal changes calendar</p>	<p><b>NC Objective- Learn about the work of craftspeople, describing the differences and similarities between different practices and disciplines, and</b></p>	



	<p>Use a range of materials creatively to design and make a Christmas bauble.</p> <p>Study the history of Christmas trees and baubles looking at examples before designing and making their own.</p>	<p>Use a range of materials creatively to design and make a calendar.</p> <p>Look at images and video of seasonal changes of deciduous trees.</p> <p>Use a range of medium to design and create a seasonal changes calendar.</p>	<p><b>making links to their own work</b></p> <p>L.O To create a Christmas card</p> <p>Use a range of materials creatively to design and make a Christmas card.</p> <p>Study the history of Christmas cards by looking at examples before designing and making their own.</p>	<p>Use a range of materials creatively to design and make a Christmas bauble.</p> <p>Study the history of Christmas trees and baubles looking at examples before designing and making their own.</p>	<p>Use a range of materials creatively to design and make a calendar.</p> <p>Look at images and video of seasonal changes of deciduous trees.</p> <p>Use a range of medium to design and create a seasonal changes calendar.</p>	<p><b>making links to their own work</b></p> <p>L.O To create a Christmas card</p> <p>Use a range of materials creatively to design and make a Christmas card.</p> <p>Study the history of Christmas cards by looking at examples before designing and making their own.</p>	
<b>DT</b>	<p><b>NC Objective- Use the principles of a healthy and varied diet to prepare dishes.</b></p> <p>L.O: To understand a healthy and varied diet</p> <p>Look at food groups through Eat Well Plate.</p> <p>Discuss favourite food and reasons why before making a healthy food plate. (paper plate)</p>	<p><b>NC Objective- understand where food comes from Explore and evaluate a range of existing products</b></p> <p>L.O: To design a celebration/festive treat</p> <p>Link to Tiger that came to tea, discuss what our favourite celebration treats are through survey.</p> <p>Design a Christmas biscuit</p>	<p><b>NC Objective- Evaluate their ideas and products against design criteria</b></p> <p><b>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</b></p> <p>L.O To make and evaluate a celebration/festive biscuit</p>	<p><b>NC Objective- Use the principles of a healthy and varied diet to prepare dishes.</b></p> <p>L.O: To understand a healthy and varied diet</p> <p>Look at food groups through Eat Well Plate.</p> <p>Discuss favourite food and reasons why before making a healthy food plate. (paper plate)</p>	<p><b>NC Objective- understand where food comes from Explore and evaluate a range of existing products</b></p> <p>L.O: To design a celebration/festive treat</p> <p>Link to Tiger that came to tea, discuss what our favourite celebration treats are through survey.</p> <p>Design a Christmas biscuit</p>	<p><b>NC Objective- Evaluate their ideas and products against design criteria</b></p> <p><b>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</b></p> <p>L.O To make and evaluate a celebration/festive biscuit</p>	

			In small groups pupils are to make their product, taste their product and complete evaluation through questioning.			In small groups pupils are to make their product, taste their product and complete evaluation through questioning.		
<b>Music</b>	<b>To use their voices expressively and creatively by singing songs.</b> Learning and performing Christmas Nativity songs.							
<b>RE</b>	<b>To name special times and why they are important.</b> <b>To know the story of Christmas and why this is important to Christians.</b>  Talk about special times- what times are special and why? How do we celebrate? Talk about Christmas - why do we celebrate Christmas? Talk about the 2 types of celebration, secular and Christian. How and why do we celebrate Christmas?		<b>To retell a story connected to a celebration.</b> <b>To say why people celebrate a festival.</b>  Look at the story of Hanukkah, and discuss who celebrates this festival. How are Jewish people different to Christians in their beliefs? What does the Hanukkah story mean? Why is it important?		<b>To know how people celebrate a festival.</b>  Look at ways that Jewish people celebrate Hanukkah: – Latke – Dreidel – Candles – Gifts  How are these things linked to the Hanukkah story?			
<b>Computing</b>	LO: To use create an image using shape and fill tools (Y2 in the style of Mondrian)  Activity – use paint or purple mash to experiment with line, shape and fill tools. Y2 - use paint or purple mash to experiment with line, shape and fill tools and create artwork inspired by Mondrian	LO: To paint a tiger (Y2 using pointillism techniques)  Activity – Y1 use paint or purple mash to create a tiger face. Recapping shape and fill tools Y2 - use paint or purple mash to create a tiger face using pointillism techniques  Save work to a folder	Assessment LO: To paint a winter themed picture  Activity – apply past 2 weeks skills to create an independent winter themed piece of computer art.	LO: To practise word processing skills  Activity Type up Christmas Card inserts	LO: To practise word processing skills  Activity Type up healthy sandwich instructions (as part of English lesson)	LO: To practise online research skills  Activity Research lesson linked to science/geog/history lesson (at most convenient point in the half term)		

	Save work to a folder					
<b>PSHE</b>	<p>To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>Discussion: Discuss the foods from the Tiger Who Came to Tea. Discuss healthy choices and which foods should be eaten in moderation. Discuss sugary foods and the effects that it has on teeth. Discuss how to keep teeth healthy.</p> <p>Activity: Cut and stick activity with foods from the story – categorising healthy/ unhealthy.</p>	<p>To learn about basic personal hygiene routines and why these are important.</p> <p>Sing “this is the way we...” with actions. Songs on YouTube. Children can make their own verses and think of actions then discuss why it is important e.g. “...wash our armpits” “...brush our teeth” etc.</p> <p>Then Watch YouTube video Germ Smart – Wash your hands.</p> <p>Activity: Practise washing hands correctly with soap or anti bac, rubbing thumbs and in between fingers.</p>	<p>To learn to recognise what they are good at and set simple goals.</p> <p>Children think about what they are good at and how they know. Examples and key question modelling from adult.</p> <p>Discussion: Sit in a circle. Use a special object as a ‘speaking token’. Extension - Children choose a peer and say what they think their peer is good at.</p> <p>Activity: Set goals for something that they want to get better at next term. Could use stars, balloons, rockets for the children to write on or the adult to scribe.</p>			
<b>Useful Resources</b>	<p><b><u>Other good quality books:</u></b>  <b>Mog the forgetful cat and Mog’s Christmas-Judith Kerr (same author as The Tiger Who Came to Tea)</b></p>					

Subject	Curriculum Intent:
<b>English</b>	<p>In Year 1 children will continue to develop basic writing skills including handwriting, spelling and application of phonics. They will begin to use full stops and capital letters with increased accuracy, as well as beginning to join sentences using and.</p> <p>In Year 2 children will continue to learn to use expanded noun phrases. They will begin to create adverbs using the ly suffix, use subordination and use question marks with increased accuracy.</p> <p>When writing shopping lists, letter invitations, instructions and a diary entry based around the canon book of 'The tiger who came to tea' all children will apply these skills. Year 1 and 2 will also have a weekly weekend recount writing session to develop skills further.</p>
<b>Reading</b>	<p>Children will be reminded of the importance of reading for productivity and what happens during these sessions. Children will continue to develop their reading skills focusing on predicting, inference skills, fact retrieval and vocabulary. Comprehension questions continue to be answered in their reading for purpose session.</p>
<b>Maths</b>	<p>In Year 1 and Year 2 we will continue to follow the White Rose scheme for Maths.</p> <p>Year 1: Geometry: Shape; Number: Place value to 20</p> <p>Year 2: Measurement: Money; Number: Multiplications &amp; Division</p>
<b>Science</b>	<p>In year 1 children will understand the differences within the four seasons and how day length varies during Autumn and Winter. In Year 2 children will begin to learn about how animals have adapted to suit certain habitats, and how they stay alive and healthy. They will become familiar with life processes that are familiar to all living things.</p>
<b>Geography</b>	<p>Children will develop their knowledge about the United Kingdom and their locality and compare to an area not in Europe. They will understand subject specific vocabulary and use geographical skills to create and read maps. Children will use maps to identify the United Kingdom and its countries. Children will compare similarities and differences between their own location and those of children who live abroad.</p> <p>Children will need to retain:</p> <ul style="list-style-type: none"> <li>• Facts about where they live</li> <li>• Names of important places to them – city, country</li> <li>• Begin to name the 7 continents</li> <li>• List physical and human features of two contrasting localities</li> </ul>
<b>History</b>	<p>Children will learn about the lives of significant individuals and how they have impacted on life today (Guy Fawkes). Children will be taught about events beyond living memory that are significant nationally and commemorated through festivals or anniversaries (Remembrance Sunday).</p> <p>Children will need to retain:</p> <ul style="list-style-type: none"> <li>• Important dates</li> <li>• Names of individuals involved</li> <li>• Reasons why events happened</li> <li>• Reasons why we remember today</li> </ul>
<b>Art</b>	<p>Children will develop their designing and making skills to creatively make a range of products (Card, calendar and bauble). Children will learn to think about their use of materials, and joining methods when creating a product. They will also learn about the history of these products.</p> <p>Things children need to retain:</p> <ul style="list-style-type: none"> <li>• The importance of choice of materials</li> <li>• Different joining methods</li> <li>• Purpose of products</li> </ul>

<b>DT</b>	<p>Children will develop their knowledge of a healthy and varied diet. Children will create a celebration treat linked to the Tiger That Came To Tea.</p> <p>Things children need to retain:</p> <ul style="list-style-type: none"> <li>• How to maintain a healthy diet</li> <li>• Baking skills (measuring and weighing)</li> <li>• Purpose of products</li> <li>• Evaluation of self-made products</li> </ul>
<b>Music</b>	<p>In Music, children will develop their musical memory skills by learning lyrics for songs, including songs with specific parts for groups of children. They will perform these songs, paying attention to the mood of the song and using their voices appropriately.</p>
<b>RE</b>	<p>Children will develop their knowledge of Christianity (building on prior learning from Autumn 1) and compare the beliefs and customs of Christmas to the Jewish festival of Hanukah. Children will learn the stories behind the two festivals, some customs from the two festivals, and how those customs link with their respective stories. Children will learn why each festival is important to the people of each religion.</p>
<b>PSHE</b>	<p>IN PSHE, children will learn about keeping their bodies healthy through healthy food and exercise. They will learn how to keep their teeth healthy and about caring for others.</p>
<b>PE</b>	<p>Children will continue to develop skills of team building and basic movement.</p>
<b>Computing</b>	<p>Children will continue to work on their 'create' and 'store' skills this half term. Year 1 will focus on learning and applying painting skills, while Year 2 will build upon this by creating artwork inspired by famous artists and art styles. Children will continue to practise word processing skills and internet research skills in cross-curricular sessions linked to English and topic work.</p>

## Art Knowledge Organiser - Let the good times roll!

### Facts

- The green fir tree was originally used by Pagans and Christians to celebrate winter.
- Christmas trees originated about 1000 years ago.
- Glass baubles were first made in Lauscha, Germany, by Hans Greiner (1550–1609)
- The first baubles were fruit and nut shaped glass, eventually turning into a more spherical shape.
- Britain's Queen Victoria brought baubles from Germany to Europe in the mid to late 1800s.
- Plastic made baubles popular for everyone.
- The custom of sending Christmas cards was started in the UK in 1843 by Sir Henry Cole.
- People around the world send Christmas Cards to their friends and family
- Traditionally, Christmas cards showed religious pictures of Mary, Joseph and baby Jesus, or other parts of the Christmas story
- Deciduous trees lose their leaves in the Autumn/Winter. New leaves grow in Spring.



### Key Vocabulary

- cut
- stick
- sketch
- design
- make
- join
- glue
- bauble
- Christmas
- tree
- calendar

### Product Outcomes

- Christmas Card
- Christmas Baubles
- Seasonal Changes Calendar



## Creating Computer Art

Art is a great way to express what you are thinking, feeling or experiencing. Computer art means using technology based applications and programmes to create artwork. Computer art can be inspired by your thoughts and feelings, things you have experienced, other artists or stories you have read. The great thing is, there is no right or wrong answer when creating artwork.



Folder



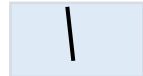
Fill tool



Paintbrush tool



Shapes tool



Line tool

## Key Vocabulary

**Art**

A way of expressing your creativity and imagination in a visual form, such as painting.

**Computer**

An electronic device – could be a PC, laptop or tablet.

**Store**

To keep or save for future use.

**Retrieve**

To get or bring something back from somewhere.

**Create**

To make something or cause something to happen.

**Pointillism**

A painting technique that uses small dots.

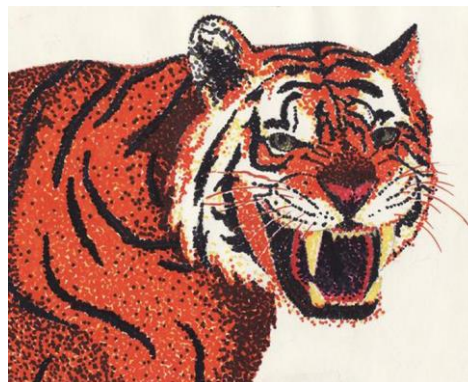
**Mondrian**

A painter that used lines and colour to create art.

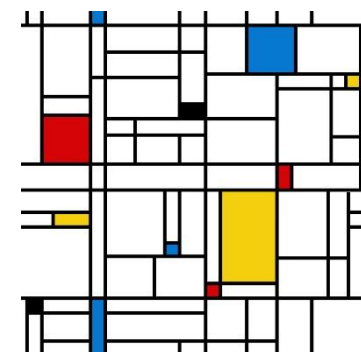
## Store

It is important to learn how to store work so that you can find it at a later date. Storing work usually means saving it into a folder.

A tiger painting using pointillism



Artwork by Mondrian





## Design and Technology Knowledge Organiser - Let the good times roll!

### Facts

- People should eat a broad and balanced diet.
- Food groups include, fruit and vegetables, dairy, protein, fibre and some fats.
- Balanced plates should include all food groups.
- Recipes need following to successfully bake an item.
- Pupils need to weigh and measure quantities accurately.
- Biscuits became popular at Christmas in the 16<sup>th</sup> century.

### Product Outcomes

- Balanced diet plate.
- Design a festive/ celebration treat.
- Make a festive/ celebration treat. (biscuit)



### Key Vocabulary

- measure
- stir
- whisk
- pour
- cut
- roll
- bake
- balanced diet
- variety
- fruit
- vegetables
- dairy
- protein
- fibre
- design
- evaluate



# RE Knowledge Organiser

Hanukkah is a Jewish festival that takes place around November/December each year. In 2019, Hanukkah starts on **Sunday, 22nd December, and finishes on Monday, 30th December.**

The festival is centred around hope and faith, and having trust in God. It is about standing up for what you believe in and being proud of who you are.

## Vocabulary

Festival

Celebrate

Jewish / Judaism

Menorah / Hanukkah

Dreidel

Hebrew

Miracle

Maccabee

Judea

Persecuted

Customs / culture

Victory



## The story of Hanukkah:

Long ago, in Judea (modern day Palestine) the Jewish people were being oppressed by King Antiochus (ant-eye-σ-cuss) and told they could not celebrate Jewish festivals or take part in Jewish customs, they should instead worship the Roman Gods.

Judah Maccabee and his followers - collectively known as the Maccabees - staged a revolt and overthrew the king's reign.

The Jewish people then reclaimed and cleaned their temples, which had been used as animal holds.

As a celebration of their victory, the Jewish people decided to light an oil lamp to show God's light shining through the troubled times. The lamp was intended to be lit and kept lit infinitely, however it was discovered that there was only enough oil to burn for one day, and the nearest supply of oil would take days to reach them. Surprisingly, the oil stayed lit for 8 days, enough time for more oil to be collected. The Jewish people saw this as a miracle, and of proof of God's approval.

## Hanukkah traditions:

- A Menorah or Hanukkah is lit - one candle each day for eight days - throughout the festival. The central candle is called a Shamash, and is lit first and used to light the other candles. On day one, one candle (plus the shamash) is lit, on day two, two candles and so on. The candles are not blown out, but left to burn down. The candles are lit right to left, as is the reading direction of Hebrew. A prayer is sang in Hebrew as each of the candles are lit.
- Potato Latke - a potato treat fried in oil. These, amongst other oily foods, are eaten at Hanukah as a reminder of the oil in the story.
- Dreidel - a four sided spinning top that is traditionally played with chocolate coins at Hanukkah. [Twinkl](#) has some printable dreidel instructions.
- Gifts are given for all 8 days of the festival.

## History Knowledge Organiser – Significant Lives and Events Beyond Living Memory

### Historical Knowledge

- **Guy Fawkes:**

Guy Fawkes was a conspirator in the Gunpowder Plot of 1605, which was an attempt by oppressed Roman Catholics in Britain to blow up the House of Parliament. Guy Fawkes was born on April 13th, 1570 in York, England. Guy Fawkes and the rest of the conspirators of the Gunpowder Plot were tried in court on January 31st, 1606. They were hung, drawn and quartered for their attempted crime and the plot.

- **Houses of Parliament:**

Also called the Palace of Westminster, was one a royal palace. The last monarch to live here, Henry VIII, moved out in 1512. It is the place where laws governing British life are debated and passed.

- **Bonfire Night:**

The job Guy Fawkes had in the Gunpowder Plot was to guard the 36 barrels of gunpowder that had been stored in a basement underneath the House of Lords. Guy Fawkes was arrested in the basement on the day he was going to light the gunpowder, 5 November, and he was taken to the Tower of London. King James I decreed that 5 November should be the day that people always celebrate that the Gunpowder Plot didn't happen.

- **Remembrance Sunday:**

Armistice Day is on 11 November and is also known as Remembrance Day. It marks the day World War One ended, at 11am on the 11th day of the 11th month, in 1918. A two-minute silence is held at 11am to remember the people who have died in wars.

- **Pontepract War Memorial :**

This memorial commemorates the residents of Pontepract who were killed or missing in World War I and World War II.

### Key Vocabulary

- Guy Fawkes
- Houses of Parliament
- Prison
- Gunpowder
- Conspirators / Plotters
- Catholics
- King James I
- Bonfire Night
- Remembrance Sunday
- Poppy
- Memorial / Cenotaph
- Parade
- Soldier / Veteran



## Geography Knowledge Organiser – Geographical skills and Locational Knowledge

### Locational Knowledge

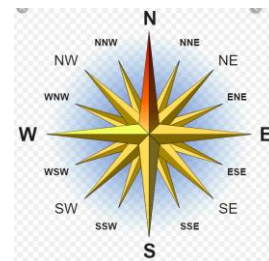
- **7 Continents –**
  - Europe                      - Asia
  - Africa                        - North America
  - South America            - Australia
  - Antarctica
- **UK –**
  - England (London)        - Scotland (Edinburgh)
  - Wales (Cardiff)            - Northern Ireland (Belfast)
- **Oceans –**
  - Pacific Ocean              - Atlantic Ocean
  - Indian Ocean               - Southern Ocean
  - Arctic Ocean
- **Human Landmarks around the world –**
  - Eiffel Tower (France)        - The Great Wall of China (China)
  - The Statue of Liberty (New York) - Machu Picchu (Peru)
  - The Taj Mahal (India)        - The Pyramid of Giza (Egypt)
  - Sydney Opera House (Australia).
- **Physical Landmarks around the world –**
  - Niagara Falls (Canada)        - Sahara Desert (Northern Africa)
  - Mount Everest (Asia)            - Great Barrier Reef (Australia)
  - Amazon Rainforest (South America) - Cliffs of Moher (Ireland Europe)
  - Antarctica (Largest single sheet of ice on Earth)

### Key Vocabulary

- Human Feature – Things built by humans
- Physical Feature – Natural objects
- Continent
- Country
- City
- Ocean
- Compare
- Contrast
- North
- South
- East
- West
- North
- South
- East
- West
- Near
- Far
- Left
- Right

### Outcomes

- Labelled maps
- Comparisons of locations around the world
- Feature locations on maps
- Directions of routes and locations





# The Tiger Who Came to Tea



## Key Challenge Vocabulary

Ravenous  
Consumed  
Insatiable  
Appetite  
Parched

## Useful Information

The Tiger Who Came to Tea is a short children's story, first published in 1968, written and illustrated by Judith Kerr. The book concerns a girl called Sophie, her mother, and an anthropomorphised tiger who interrupts their afternoon tea.

## Other books by Judith Kerr

### Kerr



## Characters



## Tiger Tea



## Who is Judith Kerr?

Judith Kerr OBE is a German-born British writer and illustrator who has created both enduring picture books, such as the Mog series and The Tiger Who Came to Tea, and acclaimed novels for older readers.

She was born on 14 June 1923 in Berlin but escaped from Hitler's Germany with her parents and brother in 1933 when she was nine years old. Her father was a drama critic and a distinguished writer whose books were burned by the Nazis. The family passed through Switzerland and France before arriving finally in England in 1936.

Judith died in May this year at the grand age of 95.



## Seasonal change

### Seasons:

We have four seasons throughout our year, we have: Spring, Summer, Autumn and Winter. Throughout these seasons the weather changes as well as the clothes that we wear and what activities we do.

### Day length:

During each season the day length varies. In autumn and winter the days become short and it gets dark very early. During spring and summer, the days are longer and we have more daylight.

### The four seasons



### Key vocabulary:

#### Spring:

This season is between Winter and Summer it is in the months of March to May. During this season there is new life and the weather get warmer.

#### Summer:

This season is between Spring and autumn it is in the months of June to August. The weather is really hot in this season.

#### Autumn:

This season is between Summer and Winter it is in the months of September to November. It becomes colder in these months and the days become shorter.

#### Winter:

This season is between Autumn and Spring it is in the months of December to February. This season is very cold and it gets dark very early.

### Seasons:

There are four seasons throughout the year. Spring, Summer, Autumn and Winter.

### Hibernation:

Animals hibernate throughout the winter. They fall to sleep at the beginning of winter and wake back up for the spring.





### Links

Germs – hand washing

<https://www.youtube.com/watch?v=NoxdS4eXy18>

Hygiene song – This is the way...

<https://www.youtube.com/watch?v=Pd4WnsXwdqw>

Hygiene for children

<https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safety-resources/helping-hands/personal-hygiene>

### Other activities relating to the topic:

Visiting a café and making healthy choices.

Visiting a dentist.

Circle time activities where we each say something that we like about a friend.

Physical activities to raising the heart rate and discussing how we feel before and afterwards.

### Key Questions

Things that keep our bodies healthy

What do we need to do to keep ourselves healthy?

- What do we do during our day that keeps us healthy?
- What do we think healthy people do and don't do?
- What things can we do when we feel good and healthy?

Basic Personal hygiene:

- What can we do to help keep our bodies healthy and well?
- What do we keep clean at home/at school?
- How can germs be passed from one person to another?
- What can we do to help stop germs and diseases spreading?
- What are we responsible for?

Recognising what we are good at and setting goals:

- What can I do for myself?
- What am I good at? How do I know?
- How does it feel to be good at something?
- What am I getting better at?
- What would I like to be able to do?
- What do I need help with?

## English knowledge organiser

### Objectives

#### **Year 1-**

To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

☒ To sequence sentences to form short narratives.

To re-read what they have written to check that it makes sense.

To discuss what they have written with the teacher or other pupils.

To read their writing aloud, clearly enough to be heard by their peers and the teacher.

☒ To leave spaces between words.

☒ To join words and join clauses using 'and'.

☒ To begin to punctuate sentences using a capital letter and a full stop.

☒ To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

#### **Year 2-**

☒ To learn to spell common exception words.

☒ To learn to spell more words with contracted forms.

☒ To learn the possessive apostrophe (singular).

☒ To distinguish between homophones and near-homophones.

☒ To add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.

☒ To form lower-case letters of the correct size relative to one another.

☒ To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

☒ To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

☒ To punctuate sentences using a capital letter and a full stop, question marks and exclamation marks.

☒ To use spacing between words that reflects the size of the letters.

To write narratives about personal experiences and those of others (real and fictional).

To write about real events.

☒ To make simple additions, revisions and corrections to their own writing.

☒ To read aloud what they have written with appropriate intonation to make the meaning clear.

☒ To use expanded noun phrases to describe and specify.

☒ To use the present and past tenses correctly and consistently, including the progressive form.

☒ To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

### Key Vocabulary

Author – writes the words

Illustrator – draws the pictures

Refugee - a person who has been forced to leave their country in order to escape war, persecution, or natural disaster

Milkman – delivers milk each morning (does this still happen?)

Grocer – a person who sells food and small household goods

Supper – a light/informal evening meal

### Useful Information about the Author

**Judith Kerr**, died aged 95, was one of Britain's most successful children's **authors**. She was still producing stories and illustrations well into her 90s. Best known for *The Tiger Who Came to Tea* and a series of picture books about Mog the cat, she combined great skill as an illustrator with a wry way with words. Although she dreamed of being a **famous** writer as a child, she only started writing and illustrating books when her own children were learning to read.

**Kerr OBE** was born in Berlin. Her family left Germany in 1933 to escape the rising Nazi party, and came to England. She studied at the Central School of Art and later worked as a scriptwriter for the BBC. Judith married the celebrated screenwriter Nigel Kneale in 1954. She left the BBC to look after their two children. *TTWCTT* was her best-selling book. Judith was awarded the Booktrust Lifetime Achievement Award in 2016, and in 2019 was named Illustrator of the Year at the British Book Awards. Judith died in May 2019 at the age of 95, and her stories continue to entertain.



### Healthy Bodies, Healthy Minds

Learning about healthy foods and drinks, and the effects that unhealthy foods have on our bodies.

Substances, and staying safe with medicines and things that come in contact with our skin - home safety in relation to chemicals and cleaning products.

Healthy minds - the importance of talk. Helping people at Christmas time - charity projects.

Diet of different animals and their unique needs - would our diet feed a tiger?

### The World Beyond Us

Looking at habitats of tigers in the wild - where do they come from. Addressing the misconception that tigers live in the 'jungle'.

Tiger populations around the world and the decline of certain species. Conservation and conservation projects.

Zoo debate - are they doing more harm or good?

### The World Around Us

Foods we like to eat, and who we share our meals with at home. Do we have special meals for special occasions? How do we celebrate with food?

Judith Kerr and her locality - where did she live?

# The Tiger Who Came to Tea



Judith Kerr

### Technology in Action

How technology has opened up the world of Judith Kerr and made it more accessible to children today - the Mogg Christmas advert brought back a popular and longstanding character and promoted the books and stories. Amazon and other websites allow us to access hundreds of books and discover new titles by authors. We can find out about Judith Kerr and her life at the click of a button. How would we do this before technology?

### Culture

What is our home life like, how would we explain our culture to a tiger? What is the culture like in countries where tigers live? Do people share meals?

'Food love stories' - Tesco - how food brings people together. Is this true around the world?

Home structure - when Judith Kerr was young, women tended to stay at home while men worked. Is this the same now?

### Modern Britain

Evacuees, and Judith Kerr's life story - how that shaped Britain and how it shaped her stories.

Celebrations - VE day street parties, and today's celebrations. Celebrations from different cultures, how diversity is celebrated across Britain - eg: in Bradford, decorations go up in the city centre to celebrate Diwali and Christmas.