

Autumn 2

Medium Term Plan 2023

Year Group 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English Writing	<p>Narrative Unit: The Great Explorer (Chris Judge)</p> <p>L.O. To listen, become familiar and appreciate a well-known story</p> <p>Outcome: Children listen and engage with the text, responding appropriately</p> <p>L.O. To recall and sequence the key</p>	<p>Unit: The Great Explorer (Chris Judge)</p> <p>L.O. To use expanded Noun Phrases to describe the Great Explorer</p> <p>Outcomes: Children produce a description of a character's physical appearance</p> <p>L.O. To identify and develop precise</p>	<p>Unit: The Great Explorer (Chris Judge) BW</p> <p>L.O. To produce an extended piece of writing</p> <p>Outcome: Children write the start of their story</p> <p>L.O. To produce an extended piece of writing</p> <p>Outcome: Children</p>	<p>Non-chronological Report – Antarctica</p> <p>L.O – To recall key features of a report</p> <p>Outcome: Children annotate an example report</p> <p>L.O - To organise information</p> <p>Outcome: Children create a list of subheadings to be used in their report</p> <p>L.O To gather information within subheadings</p>	<p>Non-chronological Report – Antarctica</p> <p>L.O To gather information within subheadings</p> <p>Outcome: Children use subheadings as a framework for information gathering in bullet point format (1 days)</p> <p>L.O To choose the correct written tense</p>	<p>Non-fiction Unit: Information Text: Report – Explorers Sir Ernest Shackleton (1874 – 1922)</p> <p>L.O - To organise information</p> <p>Outcome: Children create a list of subheadings to be used in their report</p> <p>L.O To gather information within subheadings</p> <p>Outcome: Children use subheadings as a framework for information</p>	<p>Non-fiction Unit: Information Text: Report - Explorers BW</p> <p>L.O To choose the correct written tense</p> <p>Outcome: Children write a range of sentences in the past tense (SPaG focus)</p> <p>L.O To produce an extended piece of writing</p> <p>Outcome: Children convert bullet points into past tense full sentences using their 3</p>	<p>Survival guide</p> <p>LO: mind map ideas</p> <p>Outcome Children will produce a list of items needed to survive</p> <p>LO: to create a poster using their ideas</p> <p>Outcome children will produce a survival poster</p>

	<p>events within a story (2 lessons)</p> <p>Outcome: Children create a story map and use it to verbally retell the story</p> <p>LO: To use past tenses correctly and consistently.</p>	<p>language (SPAG)</p> <p>Outcome: Children can recognise adverbs</p> <p>L.O. To produce a shared piece of writing</p> <p>Outcome: Children work together to write the start of the story up-levelling using adjectives and adverbs. (2days)</p>	<p>write the middle section of their story</p> <p>L.O. To produce an extended piece of writing</p> <p>Outcome: Children write the end section of their story</p>	<p>Outcome: Children use subheadings as a framework for information gathering in bullet point format (2 days)</p>	<p>Outcome: Children write a range of sentences in the past tense (SPaG focus) (3 days)</p>	<p>gathering in bullet point format (2 days)</p> <p>Class Clips https://www.youtube.com/watch?v=WvP3OzNP14s</p> <p>https://www.youtube.com/watch?v=MflcX7vxq4A</p> <p>https://www.youtube.com/watch?v=sgh_77TtX5I</p>	<p>chosen subheadings (3 days)</p> <p>General themes</p> <p>Who was Ernest Shackleton?</p> <p>Journey to Antarctica and preparation</p> <p>Unfortunate events</p>	
Spelling	<p>great break steak pretty beautiful after fast last past father</p> <p>go not got up mum but put</p>	<p>class grass pass plant path hour move prove improve sure</p> <p>no into will that this then</p>	<p>sugar eye could should would who whole any many clothes busy</p> <p>chip chop</p>	<p>people water again half money Mr Mrs parents Christmas everybody even</p>	<p>badge hedge bridge dodge fudge edge hedgehog floor child children</p>	<p>key donkey monkey chimney valley pitch kitchen hutch latch sketch</p>	<p>age huge change charge village path bath class grass pass</p>	<p>gem giant magic giraffe energy find kind mind behind find</p>

	the to l	them with see for	much rich such fish rash cash shop ship	wink blink think quick quit quiz bring ring king song	step, spot, snap, skid, crab, drum, pram, tram blub smog	plum, slug, flag, frog, swim, twig, grin, glum help golf	rest, gift, desk, hand, milk, tent, jump, stamp, crisp, plant	print, blend, tramp, flask, spend frost hiss, glass, grass, toss
Handwriting	r	h	b	n	m	t	p	
Reading	The Rainbow Bear -Michael Murpurgo	How to Ride a Polar bear – Carol Hart	The Journey Francesca Sanna	<u>Sam who went to Sea – Phyllis Root</u>	Big bear Little Brother – Carl Norac			Amelia Earhart (Little People, Big Dreams) by Isabel Sanchez Vegara
Maths	Unit 3: Addition and subtraction (2) Lesson 1 To calculate 10 more and 10 less from a given number Lesson 2 To add and subtract in 10's	Lesson 4 To add two 2- digit numbers by adding more tens and then more ones Lesson 5 To subtract a 2-digit number from a 20-digit number not across tens	Lesson 8 To find the difference of two amounts using subtraction Lesson 9 To compare two calculation using symbols Lesson 10	Lesson 12 To represent two addition and subtraction word problems using single and comparative bar models Unit 4: Recognise 2D and 3D shapes	Lesson 4 To draw 2D shapes Lesson 5 To draw lines of symmetry on shapes Lesson 6 To sort 2D shapes	Lesson 9 To count edges on 3D shapes Lesson 10 To count vertices on 3D shapes Lesson 11 To sort 3D shapes Lesson 12	Assessments And additional tasks targeting gaps before the new year	Assessments And additional tasks targeting gaps before the new year

	<p>from a 2-digit number</p> <p>Lesson 3 To add two 2-digit numbers by adding tens and ones separately</p>	<p>Lesson 6 To subtract a 2-digit number from a 20-digit number across tens</p> <p>Lesson 7 To find how much fewer or more two amounts are on a number line</p>	<p>To solve missing numbers in calculations</p> <p>Lesson 11 To represent addition and subtraction word problems using single bar models</p>	<p>Lesson 1 To recognise 2D and 3D shapes</p> <p>Lesson 2 To count sides on 2D shapes</p> <p>Lesson 3 To count vertices on 2D shapes</p>	<p>Lesson 7 To make patterns with 2D shapes</p> <p>Lesson 8 To count faces on 3D shapes</p>	To make patterns with 3D shapes		
Calculation	<p>Mastering Number Week 7</p> <p>Lesson 1 recap the 'shape' of an odd number</p> <p>identify that odd numbers are composed of an even number and 1 more.</p> <p>Lesson 2 recap that odd numbers are composed of an even number and 1 more</p> <p>explore whether 7 is</p>	<p>Mastering Number Week 8</p> <p>Lesson 1 LO: To identify ways to make 7</p> <p>To reason about odd and even addends in expressions for 7</p> <p>Lesson 2 LO: To identify ways to make 7</p> <p>To practise recalling missing parts for 7.</p>	<p>Mastering Number Week 9</p> <p>Lesson 1 recap that 9 is an odd number that lies in between 5 and 10 on a number line</p> <p>identify and record bonds of 9.</p> <p>Lesson 2 identify bonds of 9 using a 3-by-3 grid</p>	<p>Mastering Number Week 10</p> <p>Lesson 1 identify that the numbers 11–15 are composed of '10 and a bit'</p> <p>make 11–15 using both rows of the rekenrek</p> <p>Lesson 2 identify the numbers 16–19 from their</p>	<p>Mastering Number Week 11</p> <p>Lesson 1 recap that the numbers 11–15 are composed of '10 and a bit'</p> <p>locate the numbers 11–15 on the number line</p> <p>complete equations and inequalities, choosing the correct symbol: < > or =.</p>	<p>Mastering number Week 12</p> <p>Lesson 1 Lo: recap doubles to double 5</p> <p>Identify the structure of double 6 as a combination of double 5 and double 1.</p> <p>Lesson 2 Lo: explore and describe different arrangements that show doubles</p>	<p>Mastering number Week 13</p> <p>Lesson 1 Lo: show bonds of 10 on their fingers</p> <p>Identify missing parts of 10.</p> <p>Lesson 2 Lo: subitise arrangements shown as '10 and a bit'</p> <p>Identify missing parts of 20.</p>	<p>Mastering number Week 14</p> <p>Lesson 1 Lo: recap that when the order of a pair of addends is changed, the sum remains the same</p> <p>Identify that known number bonds can be used to reason about other addition calculations.</p> <p>Lesson 2</p>

	<p>composed of odd parts or even parts.</p> <p>Lesson 3 recap all the odd numbers to 10</p> <p>identify that odd numbers can be made with a double and 1 more.</p> <p>Lesson 4 recap that odd numbers can be made with a double and 1 more</p> <p>identify that adding numbers which are adjacent creates an odd number, and that this is called a 'near double'.</p>	<p>Lesson 3 LO: To identify pairs of numbers which sum to 7</p> <p>To identify missing parts when 7 is the whole.</p> <p>Lesson 4 To identify pairs of numbers that sum to 7</p> <p>identify missing addends in equations where 7 is the sum.</p>	<p>read equations for 9</p> <p>identify the missing part to make 9.</p> <p>Lesson 3 identify the missing part to make 9</p> <p>identify the missing symbol in written statements.</p> <p>Lesson 4 identify whether a pattern shows 9 or NOT 9</p> <p>identify pairs of numbers that sum to 9</p> <p>reason about 9 using statements that include the symbols + and < or =.</p>	<p>composition as '10 and a bit'</p> <p>make 11–19 using both rows of the rekenrek.</p> <p>Lesson 3 identify and make the numbers 11–19</p> <p>describe the composition of the numbers 11–19 as being made of '10 and _____'</p> <p>complete missing number equations.</p> <p>Lesson 4 make the numbers 11–19 on the rekenrek</p> <p>complete missing number equations.</p>	<p>Lesson 2 recap that 5 sits halfway between 0 and 10</p> <p>identify the relative positions of 10 and 15</p> <p>use knowledge of midpoints to place numbers on a number line.</p> <p>Lesson 3 recap that 5 and 10 are the midpoints of 0–10 and 0–20 respectively</p> <p>identify that 15 is halfway between 10 and 20</p> <p>use reasoning to find the lengths of given objects.</p>	<p>Identify the structure of the double for 6–9 as a combination of double '5 and a bit'</p> <p>Lesson 3 Recall doubles facts and the related facts for halves within 10</p> <p>Recap that doubles are made of even numbers</p> <p>Recap the structure of the double for 6–9 as a combination of double '5 and a bit'.</p> <p>Lesson 4 Lo: subitise</p> <p>Doubles to double 9</p> <p>Practise reasoning about the structure of the double for</p>	<p>Lesson 3 Lo: subitise numbers in a '5 and a bit' arrangement</p> <p>Identify missing parts of 20.</p> <p>Lesson 4 Lo: recap and use bonds of 10 to subtract a 1-digit number from 10</p> <p>Subtract from 20.</p>	<p>Lo: recap that known bonds can be used to derive other facts</p> <p>Identify that known number bonds can be used to reason about other subtraction calculations.</p> <p>Lesson 3 Lo: recap number bonds for 6, 7, 8 and 9 where 5 is a part</p> <p>Use these number bonds to reason about related calculations.</p> <p>Lesson 4 Lo: reason about related equations</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					Lesson 4 visualise the number line use reasoning about midpoints to identify the position of other numbers on an empty number line.	6–9 as a combination of double '5 and a bit'.		Use number bonds for 6 and 7 to find missing parts within 20.
Science Living Things and Their Habitats Y2 Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats			Trip to Weston park Museum Science Focus (Animals and their habitats)	LO: To identify that most living things live in habitats to which they are suited. Outcome: Through discussion and Science game children will identify how the animals are suited to their habitat.	LO: To identify how animals and plants depend on each other. Outcome Children will write a brief description to explain how plants and animals depend on each other.	LO: describe how animals obtain their food from plants and other animals, using the idea of a simple food chain Outcome Children will create simple food chains.		

<p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>								
<p>Art & design Printmaking and Drawing: Polar Animals/Arc tic Animals</p> <p>Ar1/1.1 To use a range of materials creatively to design and</p>	<p>Ar1/1.4</p> <p>Look at the work of a range of artists using print Focus: How they used techniques on texture such as line and shape to</p>	<p>Ar1/1.2</p> <p>Ch make their own prints of Arctic animals (Arctic fox or Polar Bear</p> <p>LO – To create a simple line</p>	<p>Ar1/1.1 Ar1/1.2 Ar1/1.3</p> <p>Ch make their own prints of Arctic animals (Arctic fox or Polar Bear</p> <p>Ch use a variety of drawing techniques to draw the</p>	<p>Ar1/1.1 Ar1/1.2 Ar1/1.3</p> <p>Ch make their own prints of UK wild animals</p> <p>Ch use a variety of drawing techniques to draw the arctic animals –</p>	<p>Ar1/1.2</p> <p>Ch design a printing plate – Arctic animals (Arctic fox or Polar Bear)</p> <p>LO – To experiment</p>	<p>Ar1/1.1 Ar1/1.2 Ar1/1.3</p> <p>Ch make their own prints of Arctic animals (Arctic fox or Polar Bear)</p> <p>Ch use a variety of drawing techniques to draw Arctic</p>	<p>Ar1/1.1 LO: To use a range of materials creatively to design and make products</p> <p>Outcome Children will use their print</p>	<p>Ar1/1.4</p> <p>Look at the work of a range of artists using print Focus: How they used techniques on texture such as line and shape to</p>

<p>make products Ar1/1.2 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 To talk about the work of a range of artists, craft makers and designers, describing the differences</p>	<p>create the features of an animal.</p> <p>Compare the differences and similarities of a variety of techniques e.g. printing, drawing, painting etc.</p> <p>LO – To have a basic understanding of a variety of artistic techniques</p> <p>Skills: Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points</p>	<p>drawing using pattern and shape</p> <p>Skills: Understand the basic use of a sketching and work out ideas for drawings</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>arctic animals – pencil, pastel, charcoal etc.</p> <p>LO – To experiment with a variety of materials and techniques (carousel of activities)</p> <p>Skills: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Experiment with, materials more confidently.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>pencil, pastel, charcoal etc.</p> <p>LO – To experiment with a variety of materials and techniques (carousel of activities)</p> <p>Skills: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Experiment with, materials more confidently.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Experiment with tools and techniques</p>	<p>with a variety of materials and techniques (carousel of activities)</p> <p>Skills: Understand the basic use of a sketching and work out ideas for drawings</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>animals (Arctic fox or Polar Bear) – pencil, pastel, charcoal etc.</p> <p>LO – To experiment with a variety of materials and techniques (carousel of activities)</p> <p>Skills: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Experiment with, materials more confidently.</p> <p>Experiment with the visual elements; line, shape,</p>	<p>to create a card.</p>	<p>create the features of an animal.</p> <p>Compare the differences and similarities of a variety of techniques e.g. printing, drawing, painting etc.</p> <p>LO – To have a basic understanding of a variety of artistic techniques</p> <p>Skills: Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

and similarities between different practices and disciplines, and making links to their own work	for their work and the processes they have used. Develop their ideas.		Experiment with tools and techniques Design patterns of increasing complexity and repetition	Design patterns of increasing complexity and repetition		pattern and colour. Experiment with tools and techniques Design patterns of increasing complexity and repetition		for their work and the processes they have used. Develop their ideas.
Computing		LO: Identify different points of computer (Sorting activity) Outcome: Children will be able to label the main parts of a computer or laptop and	To introduce the useful keys on a keyboard. Outcome: Children will be able to identify the useful keys on a keyboard. (Printout of a QWERTY keyboard)	Passwords Outcome: Link to RSHE for internet safety.	LO: To Log onto a computer Outcome: Children will be able to log on to computer successfully	LO: To Open an application on a computer. Outcome: Children to log on and open an application on a computer. (Applications – Word, Google)	LO: To Save work on an application Outcome: Children will log on, open an application, add information to application and save their work.	LO: Identify different points of computer (Sorting activity) Outcome: Children will be able to label the main parts of a computer or laptop and
Design & technology								
Geography	LO: To identify the 4 different	L.O. To identify the location of						

	seasons (Recap)	North and South Poles and Equator Outcome: Children can annotate their 7 continents map (from HT1) to show North and South Pole and draw in and label the Equator						
History			<p><i>Question: How do we know where the Endurance travelled?</i></p> <p>L.O. To know where an historical event took place.</p> <p>L.O. To sequence sections of an event</p> <p>Outcome: Children complete a historical</p>	<p><i>Question: Why were so many men willing to go on the expedition?</i></p> <p>L.O. To understand why the great journeys of exploration occurred</p> <p>Outcome: Children create a recruitment poster for the expedition</p>	<p><i>Question: Which was the longest part of the Endurance's journey? (Time and length consideration)</i></p> <p>L.O. To use a map to retell a significant event.</p> <p>Outcome: Children use map reading skills to demarcate</p>	<p><i>Question: Were the crewmen happy on this expedition?</i></p> <p>L.O. To use photographs to answer questions about the past</p> <p>Outcome: Children can explain the feelings of historical figures</p>	<p><i>Question: Was Shackleton good at solving problems?</i></p> <p>L.O To investigate causes and consequence of problems</p> <p>Outcome: Children create a class list of problems encountered.</p>	<p><i>Question: How do we know where the Endurance travelled?</i></p> <p>L.O. To know where an historical event took place.</p> <p>L.O. To sequence sections of an event</p> <p>Outcome: Children complete a historical</p>

			<p>timeline and recall key events</p> <p>Chronology</p>	<p>Significance Society</p>	<p>the journey on a map</p> <p>Chronology Diary Borders/boundaries</p>		<p>Cause /change</p>	<p>timeline and recall key events</p> <p>Chronology</p>
MFL								
<p>PE</p> <p>Gymnastics / Yoga</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>PE1/1.1a</p> <p>Gymnastics</p> <p>To develop balance, agility and co-ordination when balancing on different parts of the body</p> <p>Outcome To perform and improve upon balances on different parts of the body</p> <p>(balancing)</p>	<p>PE1/1.1a</p> <p>Gymnastics</p> <p>To develop balance, agility and co-ordination by performing balances with a partner.</p> <p>Outcome To create matching balances with a partner.</p> <p>(partner Balances)</p>	<p>PE1/1.1a</p> <p>Gymnastics</p> <p>To develop balance, agility and co-ordination when rolling.</p> <p>Outcome To roll in different ways while showing control.</p> <p>(Rolling)</p>	<p>PE1/1.1a</p> <p>Gymnastics</p> <p>To develop balance, agility and co-ordination when jumping.</p> <p>Outcome To jump safely in a variety of ways, including on and off apparatus (jumping)</p>	<p>PE1/1.1a</p> <p>Gymnastics</p> <p>To develop balance, agility and co-ordination by combining movements to create a sequence.</p> <p>Outcome To combine a selection of movements to create a gymnastic sequence</p> <p>(Building Sequences)</p>	<p>PE1/1.1a</p> <p>Gymnastics</p> <p>To develop balance, agility and co-ordination by working with a partner to create a sequence.</p> <p>Outcome To work with a partner to create a matching sequence</p> <p>(Building Sequences)</p>	<p>PE</p> <p>Gymnastics / Yoga</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	

<p>Outdoor PE</p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>	<p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to move with a game in the game.</p>	<p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to use space when passing and receiving in a game</p>	<p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to use throwing and catching to pass and receive in a game</p>	<p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to create space by dodging and swerving</p>	<p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to shoot at a target when passing</p>	<p>LO: To participate in team games, developing simple tactics for attacking and defending</p> <p>Outcome Children will be able to use both attacking and defending skills in a game</p>	<p>Outdoor PE</p> <p>PE1/1.1b Team Games To participate in team games, developing simple tactics for attacking and defending</p>	
<p>RE</p> <p>A. celebrations / D. Symbols - Christianity</p>	<p>LO: To gain an understanding that people follow many different religions.</p> <p>Outcome: Through general discussion children talk about the</p>	<p>Places of worship for Christianity</p> <p>LO: To know what a Christian church is and what it is used for</p> <p>Outcome:</p>	<p>Places of worship for Christianity</p> <p>LO: To know what a Christian church is and what it is used for</p> <p>Outcome:</p>	<p><i>Pupils find out about the symbols of two different communities</i></p> <p>LO: To understand that symbols are used in Christianity</p> <p>Outcome:</p>	<p><i>Pupils find out about the symbols of two different communities</i></p> <p>LO: To understand that symbols are used in Christianity</p> <p>Outcome:</p>	<p>L.O. To explain how Christians express their ideas about God</p> <p>Outcome: Children appreciate and respect the beliefs of others</p>	<p>L.O. To investigate the nativity story</p> <p>Outcome: Children can recall key events and ideas relating to the nativity story</p>	<p>LO: To gain an understanding that people follow many different religions.</p> <p>Outcome: Through general discussion children talk about the</p>

