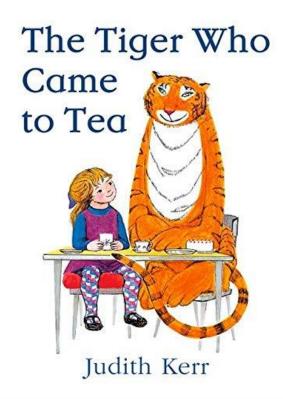


# The Tiger Who Came to Tea

Judith Kerr



## 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
English		Recount Wr	l iting- Weekend news, ev	l ery Monday recount writ	ing to develop basic litera	acy key skills.	
Text Type	Descriptive writing and	d informal letter writing	Instru	ctions	Diary about	a real event	Poetry
English (Y1)	Text: The tiger who came to tea.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.Look at co-ordination in sentences with the 	Text: The tiger who came to tea.Write lists of what items you would have at your own tea party, using e and es for plurals.Write speech bubbles for the characters, including plurals as a challenge.Look at existing letters of invitations- identify key features.Write a letter invite for a tea party using adjectives, full stops, capital letters and co- ordination- worksheet to help formulate simple sentences.	Text: The tiger who came to tea. Look at existing instructional writing for recipes- identify key features. Sequence instructions into a logical order. Make healthy sandwiches in class for a tea party- practical activity. To sequence sentences to form short narratives. To begin to punctuate sentences using a capital letter and full stop.	Text: The tiger who came to tea. Plan assessed instructional writing. Write instructions for how to make a sandwich using time connectives, imperative verbs, finger spaces, capital letters, full stops and co-ordination. To begin to punctuate sentences using a capital letter and full stop. Join words and clauses using 'and'.	Text: The tiger who came to tea.Class Tea Party-invite parents.Look at existing recount diary writing- identify key features.To plan an independent/assesse d recount (diary entry).To begin to punctuate sentences using a capital letter and full stop. Join words and clauses using 'and'.	Text: The tiger who came to tea.To write an independent/assesse d recount (diary entry) of the tea party had as a class.Use finger spaces, full stops, capital letters, some basic adjectives, co-ordination with 'and' and plurals independently.To use the spelling rule for adding s and es as the plural marker for nouns. To begin to punctuate sentences using a capital letter and full stop. Join words and clauses using 'and'.	Poetry Week To read and write calligrams based on the theme of Christmas. Y1: To listen to and discuss poetry.
	Hot-seat the tiger with verbal questioning. Write	To use the spelling rule for adding s and				Begin to use a question mark.	



English (Y2)Text: The tiger who came to tea.Text: The tiger who came to tea.Y2: To write on officient purposes.Improve and add in adjectives to the story. Re-cap expanded noun introduce adverbs.Write ists of what items you would have at your own tea party. Use subordination to provide justification introduce adverbs.Look at existing ror the items chosen.Plan assessed instructional writing.Class Tea Party-invite parents.To write an independent/assesse d recount (diary entry) of the tea party had as a class.To write an independent/assesse d recount (diary entry) of the tea party how tre instructions for how at which using adjectives, adverbs, into ological order.Class Tea Party-invite parents.To write an independent/assesse d recount (diary entry) of the tea party how at waters, adjectives, adverbs, subordination and use them to expand the book.Cook at existing independent/sersesTo write an independent/serses adjectives, adverbs, subordination and question of the tiger including details of the setting he mayTo kite an any parents/guests for parents/guests for the tea party.Text: The tiger who came to tea.Text: The tiger who came to tea.Text: The tiger who tage the tea.Write a charcer tiger including details of		these questions down for GD. 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.	es as the plural marker for nouns. To begin to punctuate sentences using a capital letter and full stop. Join words and clauses using 'and'. Begin to use a question mark.					
Improve and add in adjectives to the story. Re-cap expanded noun phrases and introduce adverbs.Write lists of what items you would have at your own tea party. Use subordination to for the items chosen.Look at existing instructional writing, for recipes-identify key language and grammatical features.Plan assessed instructional writing.Class Tea Party-invite parents.To write an independent/assesse d recount (diary entry) of the tea party. had as a class.different purposes. To Plan what they are going to write about. Write instructional writing.Look at the difference between co- ordination and use them to expand the simple sentnees in the beginning of the book.Look at existing recount diary writing- based on successLook at existing identify key features.Look at existing recount diary writing- adjectives, adverbs, subordination and questions to send to parents, grains to class to a party.Look at existing instructional writing.Look at existing instructional writing.Look at existing instructional writing.Look at existing recount diary writing- adjectives, adverbs, subordination, adjectives, adverbs, subordination and questions to send to parents/guests for the tea party.Nake healthy sandwiches in class for a tea party.Make healthy sandwiche in class for a tea party.Write for different parents.Improve existing independent/assesse adjectives, adverbs, subordination and questing the tea party.Write for different parents.To plan an independent/assesse to recount (diary entry).To plan an 	-	-	-	-	-	-		
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			Publish work postly to				-	
have come trom using L hand out invitations   write about   and that verbs to   and specify		have come from using	hand out invitations	write about.	and that verbs to		and specify.	



	adjectives, adverbs and subordination. Introduce apostrophes for possession e.g. The tiger's yellow eyes. Think of questions to ask the tiger- hot seating activity. 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.	for the class tea party. Use subordinating conjunctions. Write for different purposes. Encapsulate what they want to say, sentence by sentence.	Write down new ideas, including new vocabulary.	indicate time are used correctly and consistently. Write a command.	To write narratives about personal experiences. Plan out loud what they are going to write about. Write down new ideas, including new vocabulary	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.	
Mathematics (Y1)	Addition and Subtraction	1	Shape	Place Value (to 20)		Consolidation	
	Represent and use numb subtraction fats. Read write and interpret statements using the + - Add and subtract numbe Solve one-step problems and subtraction, using co pictorial representations problems.	: mathematical and = signs. ers, including 0. s that involve addition oncrete objects and	Recognise and name common 2D shapes. Recognise and name common 3D shapes.	Count to 20, forwards a 1 or any given number. Count, read and write n numerals and words Given a number, identif less. Identify and represent r and pictorial representa number line, and use th more than less than (few	y one more and one numbers using objects ations including the le language of: equal to,		



Mathematics (Y2)	Addition and Subtraction	Measurement: Money	Multiplication and Division	Consolidation
	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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 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.	Recognise and use symbols for pounds and pence £ and p.; combine amounts to make a particular value. Find different combinations of coins that equal the same amount of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calcualte mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methonds and multiplication and division facts, including problems in context. Show that the multiplication of two numbers can be done in any order and division of one number by another cannot.	



C.:	LO: Can I observe	LO: Can I observe and	LO: Can I observe	LO: Can I observe the	LO. Con Louisland have	
Science Year 1					LO: Can I explore how	
	changes across the	describe weather	changes across the	changes between	animals survive in	
See working	four seasons?	associated with the	four seasons on an	autumn to winter?	winter?	
scientifically	Steps to success	seasons by observing	autumn walk?	Steps to success:	Steps to success:	
objectives	- I can tell my partner	weather in autumn?	Steps to success:	-I can observe how	-I can understand that	
throughout.	what it means to	Steps to success:	-I can observe	day length changes	some animals	
	observe something.	-I can observe and	changes from	from autumn to	hibernate in winter.	
	-I can describe how	describe the weather.	summer to autumn	winter.	-I can talk about the	
	the weather changes	-I can collect and	<ul> <li>I can identify signs of</li> </ul>	-I can discuss how our	difference between	
	across the four	record data about	autumn.	clothing changes	animals in winter and	
	seasons.	autumn.	-I can understand	when the seasons	summer.	
	-I can describe how		what is going to	change.	- I can explain that	
	the day length		happen as we		some animals adapt	
	changes throughout		transition from		to life in winter.	
	the year.		autumn to winter.			
Science Year 2	L.O. Can I compare	L.O. Can I identify	L.O. Can I explore the	L.O. Can I write a fact	L.O. Can I compare	
	the difference	features of a local	habitat of a tiger?	file on the habitat of a	microhabitats and the	
See working	between things that	habitat?		tiger?	habitat of a tiger?	
scientifically	are living, dead or		Lesson Content:			
objectives	never been alive?	Lesson Content:	- Please note that this	Lesson Content:	Lesson Content:	
throughout.		- Revisit what humans	is a fact collecting	<ul> <li>Revisit learning on</li> </ul>	- Use slides to explain	
	Lesson Content:	need to stay alive.	lesson.	tiger's habitat.	what a microhabitat	
	- Introduce children	- Introduce the	- Children are to use	<ul> <li>Ensure all facts are</li> </ul>	is	
	to MRS GREN	children to the	Ipads/Laptops to	correct before the	- Walk around the	
	(Characteristics of	following British	explore the habitat of	children move onto	school grounds can	
	living things)	habitats: Urban,	a tiger <b>in the</b>	their fact file.	the children identify	
	- Discuss how we	Woodland, Ponds and	Savanna. (teachers	- Provide children	anywhere that an	
	know something is	Coastal habitats.	may choose	with a fact file	insect may use as its	
	alive.	- Children to explore a	something other than	template if	habitat? (It would be	
	- Identify which	local habitat (School	this if necessary)	appropriate and allow	ideal for children to	
	objects are living and	field, forest area) and	- Children to look at	them to complete	hunt for minibeasts	
	which are not.	identify and classify	the features of the	their fact files.	although seeing them	
	- Develop onto if they	what they can see	Savanna	- Children should	is not guaranteed).	
	are dead or never	that is living, dead	(temperature,	write about:	- Children use the	
	been alive.	and never been alive.	location, what a tiger	<ul> <li>The location of</li> </ul>	facts collected in	
	-As a class children to		would have access to,	the habitat (key	Weeks 3-4 and from	
	draw something that	Resources needed:		info on the	today's lesson in	



Is living, dead and never been allow. - List three reasons for each how they can tel.       -Sheet to collect available on staff shared)       where about a tiger may live). - Children to make ontes on suger paper of thier findings. This will be used to create a fact lie in soluce). - Picture cards/Sorting cards. - Sheet to collect habitat facts (will be available on staff       -Sheet to collect habitat facts (will be available on staff       -Sheet to collect habitat facts (will be available on staff       -Sheet to collect - Picture cards/Sorting cards. - Sheet to collect habitat facts (will be available on staff       -Sheet to collect - Ipads/Laptops - Suger paper of the findings. To know what do they want to find out. LO: To recount events and plot on a timeline mate wase.       To know what Guy Fawkes.       To know what Guy motives.       To know w		ta Budua a da 1000	Charter III	where the state	Courses	andanta an	
<ul> <li>Lut three reasons for shared)</li> <li>available on staff shared)</li> <li>built opail strom Week 4 as a stimulus as to what children should research.</li> <li>available on staff shared)</li> <li>available on staff shared)</li> <li>bittal assessment should research.</li> <li>available on staff shared)</li> <li>bittal assessment should research.</li> <li>available on staff shared)</li> <li>available on staff shared)</li> <li>bittal assessment should research.</li> <li>available on staff shared)</li> <li>book (vil) concur events should research.</li> <li>available on staff shared)</li> <li>book (vil) con recourt events should research.</li> <li>book (vil) con recourt events</li> <li>book (vil) con recourt events<!--</th--><th></th><th>-</th><th></th><th>0</th><th></th><th></th><th></th></li></ul>		-		0			
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		To develop ideas by imagining (S&L)	Events beyond living memory that are significant nationally.				
Geography				To compare a small area of the UK (Pontefract) to a small area of a contrasting non-European country.	To use simple compass directions and locational and directional language to describe the location of features and routes on a map.	To use simple compass directions and locational and directional language to describe the location of features and routes on a map.	
				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.	Locate popular or familiar physical and human features on a map of the world, include those form countries used last lesson. Use directional language / compass points to locate these features on the map and plan routes.	Plan a route for Santa to deliver his gifts to key locations on a map, using directional language and ICT if available.	
					Extend this into ICT using Roamers/Beebots etc. where possible.		
Art	NC Objective- Use a range of materials creatively to design and make products. L.O: To create a Christmas bauble	NC Objective- Use a range of materials creatively to design and make products. L.O: To create a seasonal changes	NC Objective- Learn about the work of craftspeople, describing the differences and similarities between different practices	NC Objective- Use a range of materials creatively to design and make products. L.O: To create a Christmas bauble	NC Objective- Use a range of materials creatively to design and make products. L.O: To create a seasonal changes	NC Objective- Learn about the work of craftspeople, describing the differences and similarities between different practices	



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



Music		<b>ressively and creatively b</b> ng Christmas Nativity song				In small groups pupils are to make their product, taste their product and complete evaluation through questioning.	
RE	To name special times important. To know the story of C is important to Christia Talk about special time special and why? How o about Christmas - why Christmas? Talk about t celebration, secular and How and why do we ce	hristmas and why this ins. s- what times are do we celebrate? Talk do we celebrate the 2 types of d Christian.	To retell a story connect To say why people cele Look at the story of Har who celebrates this fest people different to Chri What does the Hanukka it important?	brate a festival. hukkah, and discuss tival. How are Jewish istians in their beliefs?	To know how people of Look at ways that Jewis Hanukkah: - Latke - Dreidel - Candles - Gifts How are these things lin story?	h people celebrate	
Computing	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		
PSHE	To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)	To learn about basic personal hygiene routines and why these are important.	To learn to recognise what they are good at and set simple goals.
	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.	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. Then Watch YouTube video Germ Smart – Wash your hands.	Children think about what they are good at and how they know. Examples and key question modelling from adult. 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.
	Activity: Cut and stick activity with foods from the story – categorising healthy/ unhealthy.	Activity: Practise washing hands correctly with soap or anti bac, rubbing thumbs and in between fingers.	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.
Useful	Other good quality books:		
Resources	Mog the forgetful cat and Mog's Christmas-Jud	ith Kerr (same author as The Tiger Who Came to	Tea)



Subject	Curriculum Intent:
English	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.
	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.
	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.
Reading	Children will be reminded of the importance of reading for productivity and what the 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.
Maths	In Year 1 and Year 2 we will continue to follow the White Rose scheme for Maths.
	Year 1: Geometry: Shape; Number: Place value to 20
	Year 2: Measurement: Money; Number: Multiplications & Division
Science	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.
Geography	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.
	Children will need to retain:
	Facts about where they live
	<ul> <li>Names of important places to them – city, country</li> </ul>
	Begin to name the 7 continents
	List physical and human features of two contrasting localities
History	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).
	Children will need to retain:
	Important dates
	Names of individuals involved
	Reasons why events happened
	Reasons why we remember today
Art	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.
	Things children need to retain:
	The importance of choice of materials
	Different joining methods
	Purpose of products



DT	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.
	Things children need to retain:
	How to maintain a healthy diet
	Baking skills (measuring and weighing)
	Purpose of products
	Evaluation of self-made products
Music	In Music, children will develop their musical memory skills be 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.
RE	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.
PSHE	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.
PE	Children will continue to develop skills of team building and basic movement.
Computing	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.



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

Facts

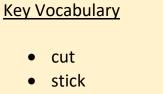
- The green fir tree was originally used by Pagans and Christians to ٠ celebrate winter.
- Christmas trees originated about 1000 years ago. ٠
- Glass baubles were first made in Lauscha, Germany, by Hans Greiner ٠ (1550 - 1609)
- The first baubles were fruit and nut shaped glass, eventually turning into 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 ٠ Sir Henry Cole.
- People around the world send Christmas Cards to their friends and ٠ family
- Traditionally, Christmas cards showed religious pictures of Mary, Joseph ٠ and baby Jesus, or other parts of the Christmas story
- Deciduous trees lose their leaves in the Autumn/Winter. New leaves ٠ grow in Spring.

### **Product Outcomes**

- **Christmas Card**
- **Christmas Baubles**
- Seasonal Changes Calendar







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



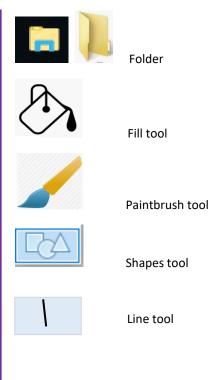


### Computing Knowledge Organiser



### 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.



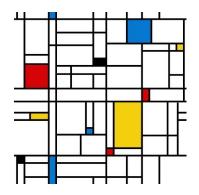
Key Vocabulary	
Art	A way of expressing your creativity and imagination in a visual form, such as painting.
Computer	An electronic device – could be a PC, laptop or tablet.
Store	To keep or save for future use.
Retrieve	To get or bring something back from somewhere.
Create	To make something or cause something to happen.
Pointillism	A painting technique that uses small dots.
Mondrian	A painter that used lines and colour to create art.

### <u>Store</u>

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.





### Key Vocabulary

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

### Product Outcomes

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



### 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 / Hanukkiah

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-o-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 Hanikkiah 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 guartered 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 twominute silence is held at 11am to remember the people who have died in wars.

### • Pontefract War Memorial :

This memorial commemorates the residents of Pontefract 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
  - North America - Africa
  - South America - Australia
  - Antarctica
- UK –
  - England (London) - Scotland (Edinburgh)

- Northern Ireland (Belfast)

- Wales (Cardiff)
- 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 -٠
  - Niagara Falls (Canada)

- Mount Everest (Asia)

- Sahara Desert (Northern Africa)
- Great Barrier Reef (Australia)
- Amazon Rainforest (South America) Cliffs of Moher (Ireland Europe)
- Antarctica (Largest single sheet of ice on Earth)

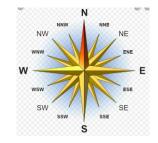
### Outcomes

- Labelled maps
- Comparisons of locations around the world
- Feature locations on maps
- Directions of routes and locations ٠

### 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







### Key Challenge Vocabulary

Ravenous

Consumed

Insatiable

Appetite

Parched

# <u>Characters</u>





### 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.

### Who is Judith Karr?

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.

PONTEFRACT

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/healthwellness-and-safety-resources/helping-hands/personal-hygiene

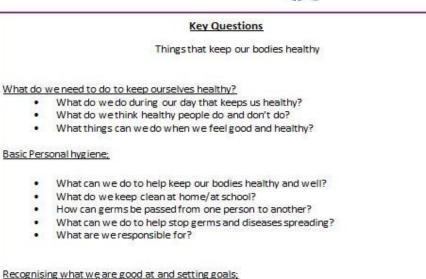
### Other activities relating to the topic:

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.



- What can I do for myself?
- What am Igood 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, -lv. To form lower-case letters of the correct size relative to one another. It ostart 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. I To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I 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. I To read aloud what they have written with appropriate intonation to make the meaning clear. To use expanded noun phrases to describe and specify. It ouse the present and past tenses correctly and consistently, including the progressive form. I 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 the 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 word of Judith Kerr and made it more accessible to children today - the Moy 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 todays celebrations. Celebrations from different cultures, how diversity is celebrated across Britain - gg: in Bradford, decorations go up in the city centre to celebrate Diwali and Christmas.