

















Year 1/2 Curriculum Map- Journeys Through Time

define	To explain the meaning	
identify	To find out who/what or something is	
suggest	To say an idea	
object	Something that can be seen and touched	
period	A time from the past	
research	An investigation to find facts	
source	A person, place or thing from which it comes from	
evident	Clearly seen	
significant	Great or important	
Judaism	The belief in one god	
drag	The action of pulling	
click	Pressing a button	
Jewish	A person that belongs to Judaism	
shift	A button to type capital letters	
spacebar	A button to make a space between words	
describe	To give detail in words	



During this topic, we'll be Historians and investigating:

1. When were the Victorians alive?
2. What do we know about the way Victorians lived?
3. What was our school like during the Victorian Period?
4. What was Copdock/Bentley village like 150 years ago?
5. How did the Victorians celebrate Christmas?

As scientists, we will be investigating materials and exploring which materials were used during the Victorian period.

Land = Raw Materials



COAL



IRON



COTTON



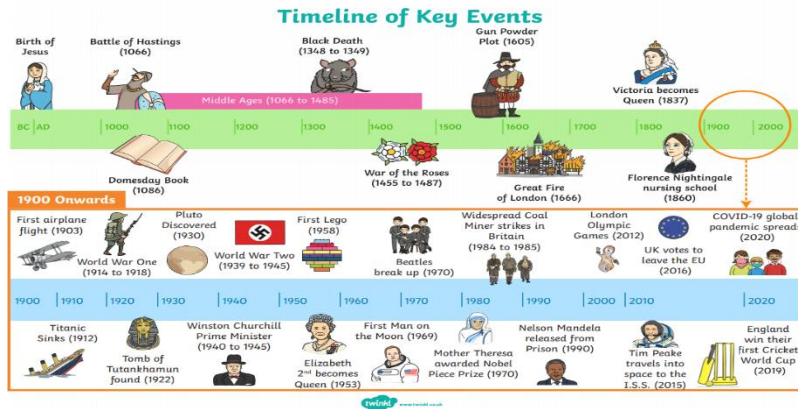
WOOL

A gingerbread boy runs away from the woman who made him and her husband. The Gingerbread Boy meets different characters who chase him because of his wonderful smell, and he looks delicious. Just when he thinks no one can catch him, he meets a clever fox. ♦ The Gingerbread Boy continues to run but a river blocks his way. The fox offers to take the Gingerbread Boy across the river and the Gingerbread Boy agrees. The Gingerbread Boy trusts the fox and continues to do as the fox says. The fox asks the Gingerbread Boy to move up from his tail to his back, and then from his shoulder to his nose. When the fox gets to the other side of the river, he eats the Gingerbread Boy. **We are going to be authors and write our own gingerbread story.**



Curriculum Enrichment – we will be working with our PTA to raise money for Christmas and performing the nativity story to share with parents on video. Our Value is compassion.

Year 1/2 Curriculum Map- Journeys Through Time



Synagogue - a special place of worship for Jewish people



Jewish- is a follower of the religion 'Judaism', Jews believe in one God and their messenger was Moses.



The story of **Hanukkah** is a festival that reminds Jews of a time over 2500 years ago when a Syrian king, tried to make the Jewish people worship Greek gods. Hanukkah is celebrated by lighting one candle on the Hanukiah (a nine stemmed candelabrum) each day. The Hanukiah symbolises how God looked after the Jewish people at this difficult time.

Hannukah - Jewish festival of lights

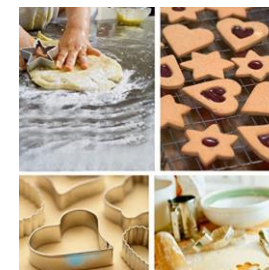


In Re we will be learning about what Judaism is, where Jewish people worship, the story of Hannukah and what Mitzvot means.



As Sculptors and Artists, we will learn how to change the form of clay by kneading, rolling, and pinching to create a clay Diwali thumb pot.

In Food Technology, we will learn how to design our own gingerbread man and generate our ideas through designs and templates. Once we have made our Gingerbread Man, we will evaluate it against our design. We will secure these skills: mixing, rolling and cutting.



In PHSE, we will be learning about families and friends.

We will be able to define and describe a family and how they support us.



We will be learning how to use a mouse and keyboard