



Year 1 Autumn Newsletter & Knowledge Organisers



Hello and welcome to Year 1! We hope you have all had a wonderful summer break. We are very excited to be teaching you this year. In class there will be Miss Tibbetts teaching on a Monday, Tuesday and Wednesday and Mrs Williams teaching Wednesday, Thursday and Friday. We are lucky to have Miss Pemberton and Mrs Saeed supporting our class too!

Changes to Year 1

From September, we are lucky enough to be using a play-based approach to learning. This means that we have been working hard to provide a classroom which promotes learning through play and this has been intertwined with the Year 1 curriculum to provide fun, enjoyable learning opportunities for all of the children. Our classroom will continue to develop alongside the children and their learning this year.

Key Information

- PE Monday and Thursday.
- Please label all clothing and belongings especially jumpers, cardigans and coats. It's much easier to return labelled items to you.
- Children need to bring a reusable water bottle every day (please label).
- Children can bring a healthy snack for break time.
- Children need a coat and suitable shoes each day as we will be taking full advantage of our outdoor area in most weathers.
- Children will come home with a reading pack in week 2, this needs to be in school each day as we use the books for reading practice and individual reads across the week. Reading books are changed each Wednesday.

PE

PE will take place on a **Monday and Thursday**. These sessions will be taught by our sports coaches. As PE is a compulsory subject, please ensure your child comes into school wearing the appropriate PE kit so they can take part. Please ensure all jewellery is removed and that long hair is tied back. Religious jewellery that cannot be removed must be covered with a sweat band.

- **PE Kit consists of:**

Red or black shorts
Grey or black tracksuit bottoms
White t-shirt
Red jumper or hoody
Trainers

Home Learning

- Spellings – Please practise these spellings as much as possible even if only for a few minutes each day.
- Numbots logins will be inside children's reading records – there will be certificates for participation and effort.
- Reading – please read your child's reading practice book with them as much as possible – aim for 3x a week. You don't need to read the whole book, just a few minutes where you can.

If you have any questions or concerns, please do not hesitate to contact us either in person or via Dojo or email:

Year1.als@annielennard.sandwell.sch.uk – we will endeavour to reply as quickly as possible within working hours.

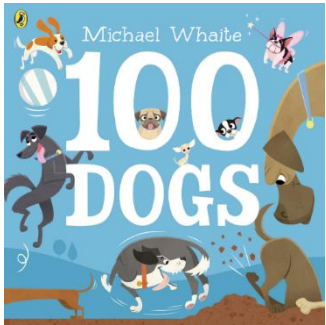
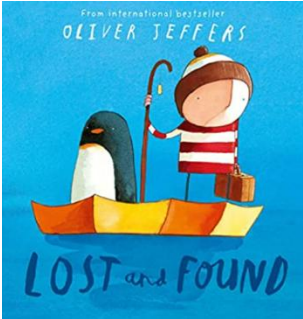
We look forward to seeing you all,

Miss Tibbetts & Mrs Williams

Year 1 Class Teachers

Year 1's Autumn Knowledge Organisers

Look carefully at the term dates, as these organisers cover the whole autumn term

What should I already know and be able to do?	We will be using these texts to aid and inspire our writing	
• Use phase 2 and 3 phonics to segment to spell. (c-a-t) • Write simple words phonetically. • Spell phase 2 and 3 tricky words. • Write recognisable letters.		
As a writer in this unit, I will find out:		
- How to form letters on lined paper. - what nouns, adjectives and verbs are. - How to compose simple statements and sentences. - How to use a full stop and capital letters in the correct places. - How to use finger spaces. - How to add suffixes to words.		
As a writer in this unit, I will be able to:		
- Use adjectives, nouns and verbs correctly. - Say and record my ideas. - Begin to write grammatically correct captions and sentences. - Begin to use full stops. - Begin to use capital letters for sentences and proper nouns. - Write descriptive sentences. - Write an informal letter.		
Pictures/diagrams to assist my learning:		

AL

Noun

A **noun** is a person, place or an object.

Common Nouns

Common **nouns** refer to general objects, people and places like, **elephant**, **school**, **table** and **children**.

houses

children

AL

Proper Nouns

Proper **nouns** refer to names of specific places like countries, and names of people.
Proper **nouns** need a capital letter!

Jenny

London Bridge

AL

Jenny

London Bridge

Jenny

London Bridge

AL

Adjective

An **adjective** is a word that describes the **noun**.

adjectives

AL

adjectives

adjectives

AL

Verb

A **verb** is an action, being or having word.

action verbs

being verbs

having verbs

AL

action verbs

being verbs

having verbs

action verbs

being verbs

having verbs

What should I already know and be able to do?

- Recognise numbers to 10 and beyond.
- Count and reliably place numbers in order.
- Add and subtract simple numbers.
- Say one more and one less than a given number (within 10).

Key Vocabulary

fewer	The smaller amount
most	The largest amount
less than	$<$
more than	$>$
equal to	$=$
total	the final amount

As a mathematician in this unit, I will find out:

- The composition of 10
- The place value of numbers to 10.
- How to add and subtract numbers within 10.
- Calculation Vocabulary.
- How to represent number and amounts – part whole models, bar models.

As a mathematician, in this unit, I will be able to:

- Recognise numbers as words.
- Compare numbers.
- Use less than, greater than and equal to.
- Show the value of numbers to 10.
- Count on from any number.
- Place numbers on a number line.
- Count and represent objects.

- Write number sentences.
- Find fact families
- Use the part-whole model
- Become fluent with number bonds to 10.
- Add and subtract.
- Find parts.

Pictures/diagrams to assist my learning:



$4 < 7$
less than





Lewis has the **most**.



Olive has the **fewest**.



+ Addition Calculation +

$4 + 3 = 7$

addend

addend

total

sum

- Subtraction Calculation -

$7 - 3 = 4$

minuend

subtrahend

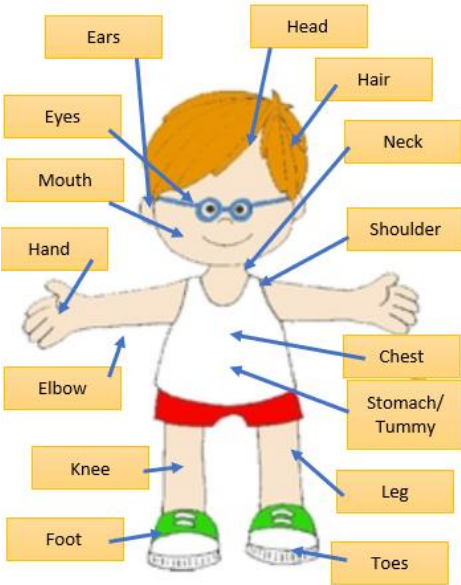
difference

What should I already know and be able to do?	Key Vocabulary	
> Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Carnivore	eats meat.
	Omnivore	eats plants and meat.
	Herbivore	eats plants
	Amphibian	live on land and water.
	Reptile	cold blooded with skeleton inside body, dry scales, or hard skin.
	Bird	warm blooded and lay eggs. Body covered in feathers.
	Mammal	warm blooded vertebrates.
	Fish	lives in water and has fins for swimming and gills for breathing.
	Insect	have bodies with 3 segments, protected by hard shell.
	Minibeast	small creatures without backbones.
	Vertebrate	has a backbone.
	Ears	found on the side of your face to help you hear.
	Head	at the top of the body contains the brain.
	Eyes	On our face, helps us see.
	Nose	on the face- helps us smell.
	Hands	on the end of the arm, help us touch.
	Skin	biggest organ of the body, covers our skeleton.
	Mouth	On the face, helps us taste and houses the tongue and taste buds.
	Sweet, sour, bitter and salty	words associated with taste

As a Scientist, in this unit, I will find out:	As a Scientist, in this unit, I will be able to:
> Noticing that animals including humans have offspring which grow into adults. > Finding out about and describing the basic needs of animals including humans for survival. > Describing the importance for humans of exercise, eating the right amounts of different types of food and hygiene. – identify and name a variety of common animals that are carnivores, herbivores and omnivores. – identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	> Ask simple questions and recognise that they can be answered in different ways. > Observe closely, using simple equipment. > Perform simple tests. > Identify and classify > Use my observations and ideas to suggest answers to questions. > Gather and record data to help in answering questions.

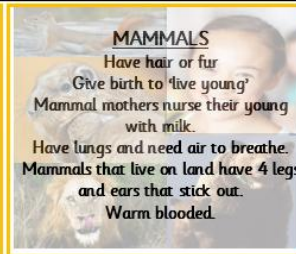
Pictures/diagrams to assist my learning:

Our Senses		
Sight	Your eyes and light let you see things all around you.	
Smell	You smell using your nose.	
Hearing	Your ears let you listen to sounds.	
Touch	Your skill gives you the sense of touch.	
Taste	Your sense of taste comes from your tongue.	





INSECTS
Invertebrate (no backbone)
Have exo-skeleton
Segmented body
Lay eggs
Have antennae on head



MAMMALS
Have hair or fur
Give birth to 'live young'
Mammal mothers nurse their young with milk.
Have lungs and need air to breathe.
Mammals that live on land have 4 legs and ears that stick out.
Warm blooded.



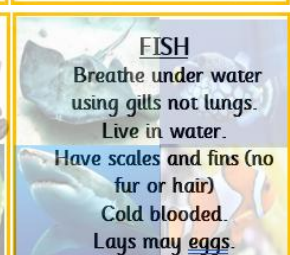
BIRDS
Have feathers and wings.
Lay eggs.
Have two legs.
Ear holes instead of ears
Warm blooded.
Have a beak.



AMPHIBIANS
Live on land and on water.
Have webbed feet.
Breathe with lungs and gills.
Cold-blooded.
Moist smooth skin, no fur or hair.
Lay many eggs.



REPTILES
Have scales not fur.
Have dry skin.
Usually lay eggs, sometimes live young.
Ear holes instead of ears.
4 Legs or no legs.
Cold blooded.

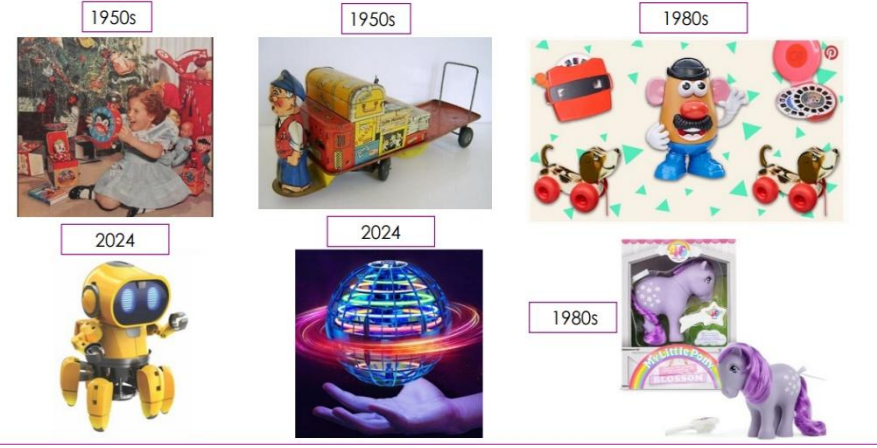
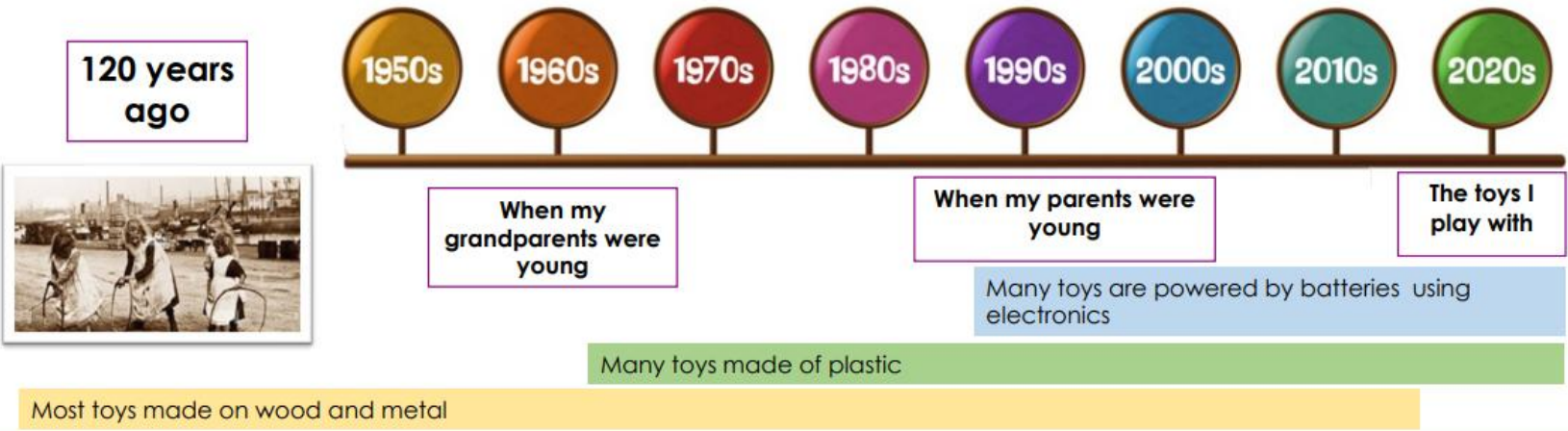


FISH
Breathe under water using gills not lungs.
Live in water.
Have scales and fins (no fur or hair)
Cold blooded.
Lays may eggs.

There are lots of animal groups: there are also arachnids, vertebrate, invertebrate, arthropods and many more.

Year 1 History – Toys then and now		
Our History Learning in Key Stage 1 focuses on 6 concepts	As a Historian, in this unit the new skills I will develop will allow me to:	Key Vocabulary
> Chronology > Characteristic features (differences between ways of life at different times > Identifying and describing reasons for and results of historical events, situations and changes (cause and consequence) > How the past represented and interpreted > Historical Enquiry > Organisation and communication	> Sort pictures and objects, matching them to babies, children and adults. > understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' > become more confident in use of terms 'old' and 'new'. > use terms 'then' and 'now' correctly and am comfortable with the term 'the past'. > understand that the world was different in the olden days. > see how life must have been different in the past > spot significant differences > identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs. > describe how features of life today differ referring to subject-specific detail > describe the main features of an artefact. > make deductions about artefacts, spotting clues to function and use and can talk about. > consult and use information from two simple sources to find information > realise that we can find out about a person's life by using a range of sources, such as letters, as well as books. > ask simple, but relevant, questions of the teacher in the role > write simple captions/ sentences to describe, > label/annotate simple drawings possibly using a key. > write four or five captions, possibly using connectives, to show the sequence > write simple sentences containing period-specific detail	Battery power Put into a top to make things move / work without a lead
What should I already know and be able to do?		Broken Not working often because parts are missing or worn out
• Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past		Electronic Way of making things work using electrical wires, often liked to a computer
As a Historian, in this unit, I will find out:		Faded colour No longer bright but dull
- KQ 1: What are our toys like today? - KQ 2: What are other people's toys like? - KQ 3: How can we tell these toys are old? - KQ4: What were our grandparents' toys like and how do we know? - KQ5: Who played with these toys a long time ago? - KQ6: How can we set up a toy museum in our school?		Hard Very firm and stiff to touch and is not easily bent, or cut
		Modern The present time or recent past
		Plastic Material that is made by machines , and can be formed into almost any shape and colour
		Rough Not smooth
		Rusty The metal has got wet, gone brown and flaky over time
		Wooden Made of wood . Most old toys made of this and metal rather than plastic
		Worn The surface has been rubbed away because it has been played with a lot

Pictures/diagrams to assist my learning:



What should I know?				Key Vocabulary		
Can I use different digital devices? Can I recognise that you can access content on a digital device? Can I use a mouse, touchscreen or appropriate access device to target and select options on screen? Can I recognise a selection of digital devices? Can I recognise and begin to name the basic parts of a computer?				Technology		Electronic systems that help us learn, communicate, play and more.
				Computer		A programmable machine that accepts and processes inputs and produces outputs
				Mouse		Something that you use to move the cursor on the screen
				Trackpad		A flat pad that works like a mouse. These are found on laptops.
				Keyboard		allows a person to enter letters, numbers, and other symbols into a computer
				Screen		Shows still or moving images made by the computer.
				Double click		Clicking twice
				Typing		Pressing keys to add text.
What I will know by the end of this topic?				Our Online Safety Focus for this half term is: Health and Well-being And Self-Image		
- Identify the main parts of a computer, e.g. mouse, keyboard, screen. Explain that technology is something that helps us - Recognise a range of digital devices. - Name a range of digital devices, e.g. laptop, phone, games console. - Explain why we use passwords. - Identify rules to keep safe and healthy when using technology - Know who to tell if concerned about content or contact online. - Talk about their use of technology at home.						
What I will be able to do by the end of this topic?						
> Use a suitable access device (mouse, keyboard, touchscreen) to control an activity on a computer. > Open key applications independently. > Save and open files with support. > Log on to the school computer / unlock the school tablet with support.						
Laptop Computer	Desktop Computer	Keyboard	Mouse	Screen	Trackpad	

What should I already know and be able to do?	Key Vocabulary	
- Talk about things they find interesting, puzzling or wonderful and about their own experiences and feelings about the world, including some things that spoil the world and some things that care for the world. - Re-tell stories, talking about what they say about the world, God, human beings. - Say how and when Christians may like to thank their Creator.	God	A supreme being that is worshipped as the maker and ruler of the universe.
	Creator	One that invents, produces and makes.
	Jesus	The teacher and prophet who founded the Christian faith. He is considered by Christians to be the son of God and the Christ or Saviour.
	Christian	Someone who follows Jesus, the Son of God, and believes in the teachings of Christianity.
	Parable	A short story that teaches a lesson, usually about being kind, good, or wise. It's a way to explain a big idea using a small, easy-to-understand story.

As a studier of Religious Education, in this unit, I will find out:

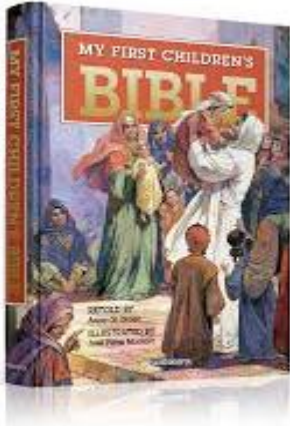
- what a parable is.
- examples of ways in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others).

As a studier of Religious Education, in this unit, I will be able to:

- > tell the story of the Lost Son from the Bible simply.
- > recognise a link with the Christian idea of God as a forgiving Father.
- > think, talk and ask questions about whether they can learn anything from the story for themselves.

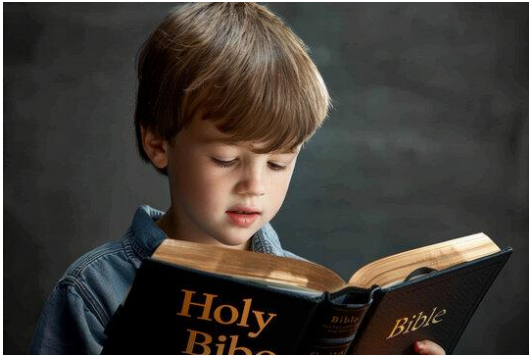
Pictures/diagrams to assist my learning:

A (children's) bible



The Lost Son

Reading the bible



The Lost Sheep

Praying

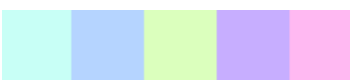
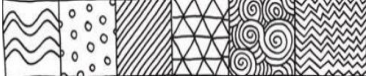


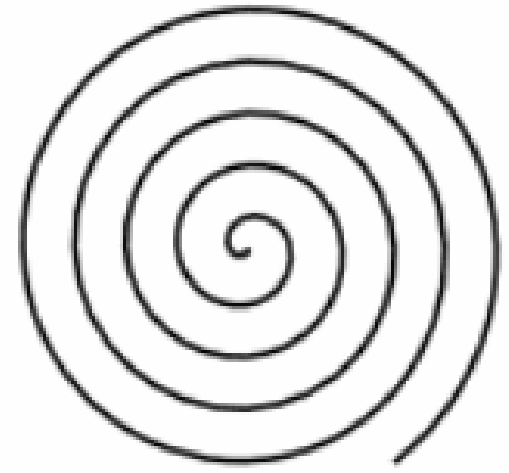
Singing praises



The Lost Coin

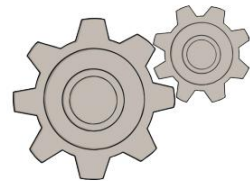
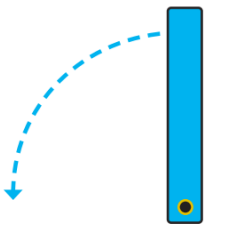
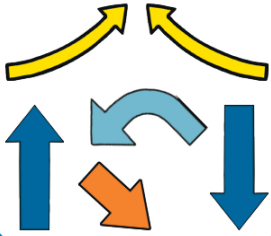


YEAR 1 Autumn 1	Unit: <u>Spirals</u>		
Enquiry Question	Key Vocabulary		
How can we use our whole bodies to make drawings?	Spiral		
What I should already know.	Circle		
- How to hold and use media such as pencils, crayons and chalk.	Movement	When something is moving.	
	Pressure	How hard you press.	
As an Artist, in this unit, I will find out:	Motion	When something moves it has motion.	
	Continuous Line	Drawing a line without taking your medium off the surface.	
- About the work of Molly Haslund and find out how the artist made her work.	Line		
	Surface	Something to create art on.	
As an Artist, in this unit, I will be able to:	Blending	When you mix things together.	
	Dark	When something is not pale or bright. E.g. 	
	Light	When something is very pale. E.g. a light colour. 	
	Colour		
	Pattern	A decorative or repeating design. E.g. 	
	Chalk	A tool for mark making and drawing. 	
	Oil Pastel	A tool for mark making and drawing. 	
	Pen	A drawing or writing tool.	
	Mark Making	When you use a tool to draw, make lines or patterns.	
	Observation	To look carefully at something.	

Media I will be exploring:	Disciplines
Soft B pencils, Handwriting Pens, Pastels & Chalk, Paper	Drawings, Collage, Sketch books
Pictures/diagrams to assist my learning:	Final Outcome
  Circles (2013), Molly Haslund, Museum of Contemporary Art, Roskilde, Denmark, Photo by Matilde Haaning 	Spiral Snail Drawings and Observational drawings of spiral shells

What should I already know and be able to do?		Key Vocabulary	
PSHE Intentions	Social Literacy Intentions.		
- understand how it feels to belong and that we are similar and different. - can start to recognise and manage my feelings. - enjoy working with others to make school a good place to be. - understand why it is good to be kind and use gentle hands. - am starting to understand children’s rights and this means we should all be allowed to learn and play - am learning what being responsible means		special	Something that is important or different in a good way.
		responsibility	A job or duty that you have to do.
		calm	Feeling peaceful and not upset or angry.
		proud	Feeling happy because of something you or someone else has done.
		belonging	Feeling like you are part of a group or place.
rewards		Things you get for doing something good or working hard.	
As a studier of PSHE/RSHE, in this unit, I will find learn:		Learning Charter	A set of rules everyone agrees to follow to help learning be fair and safe.
PSHE Intentions	Social Literacy Intentions.	safe	Being free from harm or danger.
>how to use my Jigsaw Journal -understand the rights and responsibilities as a member of my class -understand the rights and responsibilities for being a member of my class >know my views are valued and can contribute to the Learning Charter -recognise the choices I make and understand the consequences -understand my rights and responsibilities within our Learning Charter	>feel special and safe in my class -know that I belong to my class -know how to make my class a safe place for everybody to learn. >recognise how it feels to be proud of an achievement >recognise the range of feelings when I face certain consequences -understand my choices in the Learning Charter	rights	Things you are allowed to do or have, like being treated fairly and kindly.
			

What should I already know and be able to do?	Key Vocabulary				
• Observe, find out about and identify features in the place I live and in the natural world. • Know some things about my environment and talk about those features I like and dislike. • Talk about similarities and differences in relation to places, objects, materials and living things. • Talk about the features of my own immediate environment and how environments might vary from one another. • Use everyday language to talk about positions and distance to solve problems. • Describe my relative position such as behind or next to. • To make observations of the environment, including animals and plants, and explain why some things occur and talk about changes. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. • Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, hill, sea, ocean, season and weather • use basic geographical vocabulary to refer to key human features including: city, town, village, farm, house, office, shop.	address	Information that helps someone find a place.			
	house	A building where people live.			
	flat	A home within a larger building of other homes.			
	detached	A home not attached to any other homes.			
	semi-detached	A home attached to another home on one side.			
	terraced	A home attached to other homes on both sides.			
	town	An area with a name and buildings.			
	region	A area that is part of a country.			
	post code	A group of letters and numbers that help us locate a place.			
	grounds	An area of land used for a specific job.			
	map	A picture representation of an area of land or sea.			
	human feature	Things that have been built by people such as houses, roads and bridges.			
	physical feature	Things that are on the Earth’s surface naturally, such as rivers, forests and mountains.			
	weather	The daily state of the atmosphere.			
	temperature	A measure of how hot or cold something is.			
	season	One of four sections of the year that that has its own particular weather patterns.			
As a Geographer, in this unit, I will find out:	Our continuous provision focus:				
- Where do I live? - What can I discover about my school and its grounds? - What can I discover about my local area?	• What is the weather like today? • Which season are we in? • What is the temperature?				
As a Geographer, in this unit, I will be able to:					
> Identify seasonal and daily weather patterns in the UK. > Use basic geographical vocabulary to refer to key human features including: city, town, house, office, shop, season and weather. > Use basic geographical vocabulary to refer to key physical features including: forest, hill, river, soil, valley, vegetation, human, season and weather > Devise a simple map. > Use locational and directional language e.g. (near, far, left right) > Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. > Use simple fieldwork and observations skills to study the Geography of my school and its grounds and the human and physical features of its surrounding environment.					
Pictures/diagrams to assist my learning:					
An addressed letter	A terraced house	A block of flats	A semi-detached house	A detached house	A post box
					

What should I already know and be able to do?	Key Vocabulary	
Explored moving pictures in books Developed some cutting, joining and finishing skills with card.	Word	Definition
As a designer and maker, in this unit, I will find out:	brief	A short plan that tells you what you need to make.
- What a mechanism is. - What a pivot is - What a lever is - What a slider is. ➤ How to design a moving picture. ➤ How to construct something for a purpose. ➤ How to construct a moving picture. ➤ How to evaluate my design process.	design	A drawing or idea of what you want to make.
	purpose	What something is meant to do.
	mechanism	Parts that work together to make something move.
	lever	A bar that you push or pull to help something move.
	pivot	The point where something turns.
As a designer and maker, in this unit, I will be able to:	slider	A part that moves up and down or side to side.
- Meet and follow a design brief. ➤ Plan a design for a moving picture. ➤ Make a mechanism. ➤ Cut and join materials to allow movement with a pivot or a slot. ➤ Explore and evaluate a range of moving pictures. ➤ Evaluate ideas and final product.	slot	A cut or gap that a slider can move through.
	movement	How something moves (like sliding, turning, lifting).
Pictures/diagrams to assist my learning:		
mechanism  lever  pivot  slider  movement 		

What should I know?	Key Vocabulary	
Can I use technology to explore and access digital content? Can I operate a digital device with support to fulfil a task? Can I create simple digital content, e.g. digital art? Can I choose media to convey information, e.g. image for a poster?	Paint Program	A program that allows you to colour, draw and paint
	Tool	Something that you use to do a job
	Paintbrush	The tool that is used to draw or paint with
	Erase	Rub out or remove marks.
What I will know by the end of this topic?	Fill tool	A tool used to fill an area with colour.
> Create simple digital content including digital art. > Select basic tools/options to change the appearance of digital content, e.g. filter on an image / size of paintbrush. > Choose appropriate tools to change the appearance of digital content for a purpose	Undo tool	A tool used to reverse an action.
	Brush style	The type of paintbrush.
	Brush size	How big or small your paintbrush is.
	Computer	A programmable machine that accepts and processes inputs and produces outputs
What I will be able to do by the end of this topic?	Our Online Safety Focus for this half term is: Online Bullying and Online Reputation	
- Recognise that you can edit digital content to change its appearance. - Recognise the difference between creating content on a computer and on paper. - Recognise that digital content belongs to the person who created it.		

What should I already know and be able to do?	Key Vocabulary	
- Talk about things they find interesting, puzzling or wonderful and about their own experiences and feelings about the world, including some things that spoil the world and some things that care for the world. - Re-tell stories, talking about what they say about the world, God, human beings. - Say how and when Christians may like to thank their Creator.	God	A supreme being that is worshipped as the maker and ruler of the universe.
	Jesus	The teacher and prophet who founded the Christian faith. He is considered by Christians to be the son of God and the Christ or Saviour.
	Incarnation	A person who embodies in the flesh, spirit, or quality.
	Christmas Gift	A present given in celebration of Christmas, often exchanged on Christmas Eve or Christmas Day.
	Gospel	the record of Christ's life and teaching in the first four books of the New Testament.

As a studier of Religious Education, in this unit, I will find out:

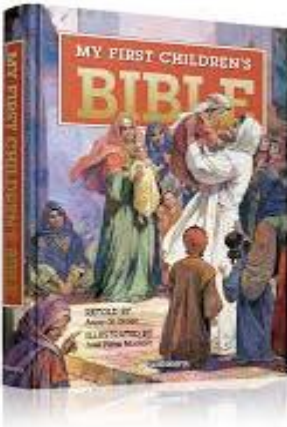
- that stories of Jesus' life come from the Gospels
- examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

As a studier of Religious Education, in this unit, I will be able to:

- > give a clear, simple account of the story of Jesus' birth and say why Jesus is important for Christians
- > consider what they personally have to be thankful for, giving a reason for their ideas
- > think, talk and ask questions about Christmas for people who are Christians and for people who are not

Pictures/diagrams to assist my learning:

A (children's) bible



Reading the bible



Gospels



Nativity



Christmas gifts



Advent Wreath



Christmas Card



YEAR 1 AUTUMN 2	Celebrating Difference In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.
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What should I already know and be able to do?		Key Vocabulary	
PSHE Intentions	Social Literacy Intentions.	Word	Definition
>identify something I am good at and understand everyone is good at different things. -understand that being different makes us all special. -know we are all different but the same in some ways. >tell you why I think my home is special to me. >tell you how to be a kind friend. -know which words to use to stand up for myself when someone says or does something unkind.		Similarity	A quality or feature that makes two or more things alike.
		Same as	Having no difference; being exactly alike in some way.
		Different from	Not the same; showing contrast or variation.
		Difference	The way in which things or people are not the same.
		Bullying	Repeated, intentional behaviour that hurts, frightens, or upsets someone.
		Bullying behaviour	Actions such as teasing, excluding, threatening, or hurting others on purpose.
As a studier of PSHE/RSHE, in this unit, I will find learn:		Deliberate	Done intentionally or carefully thought out before acting.
>identify similarities between people in my class. >tell you what bullying is. -know some people who I could talk to if I was feeling unhappy or being bullied. -know how to make new friends. >tell you some ways I am different from my friends	>tell you some ways in which I am the same as my friends. >tell you some ways I am different from my friends. -understand how being bullied might feel. >be kind to children who are bullied. -know how it feels to make a new friend. -understand these differences make us all special and unique.	On purpose	Done intentionally; not by accident.
		Unfair	Not equal or just; treating people differently without a good reason.
		Included	Being part of a group, activity, or situation; not left out.
		Bully	A person who repeatedly hurts, frightens, or picks on someone else.
		Bullied	A person who is targeted or treated badly by a bully.
		Celebrations	Events or activities that mark a special occasion with joy and togetherness.

