3/11 10/11 17/11 24/11 1/12 8/12 15/12

English *Write Stuff* **Phonics**- *RWI*

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

Comprehension

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Phonics

Group 1: Teach remaining Set 2 sounds and start Set 3 sounds

Wk1 ar or air Wk2 ir ou oy Wk3 ea oi a-e Wk 4 – Wk5 i-e o-e u-e

Wk6 aw are ur Sor er ow ai oa ew ire ear ure

Maths *White Rose Maths*

Addition and Subtraction (within 10) 17d+2d

- *S10* Addition Problems
- *S11 Find a part*
- *S12 Subtraction – find a part*
- *S13 Fact families – the eight facts*
- *S14 Subtraction take away / cross out (How many left?)*
- *S15 Subtraction – takeaway (How many left?)*
- *S16 Subtraction on number line*
- *S17 Add or subtract one or two*
- *End of unit assessment version B*
- **Geometry - Shape** 5d+2d
- *End of block assessment version A*
- *S1 Recognise and name 3-D shapes*
- *S2 Sort 3-D shapes*
- *S3 Recognise and name 2-D shapes*
- *S4 Sort 2-D shapes*
- *S5 Patterns with 2-D and 3-D shapes*
- *End of block assessment version B*
- **Termly Assessments:** Arithmetic, Reasoning and Problem Solving .
- **Consolidation**

Group 2: Start to teach set 2 sounds Wk1 ay ee Wk2 igh ow Wk3 oo (as in zoo) oo (as in book) Wk4 – Wk5 ar or Wk6 air ir Spr1 ou oy **Handwriting** • Sit correctly at a table holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the right place W1 coq W2 bp Wk3 hn Wk4 mr Wk5 es Wk6 il • Begin to understand Understand which letters belong to which handwriting 'families' and practise these • Form capital letters.. **Writing** – Composition • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense **Vocabulary, Grammar & Punctuation** • Leaving spaces between words • Using full stops at the end of a sentence • Using a capital letter at the start of a sentence ***Write Stuff*** W1: Firework poems W2-4: Toys from the past report, labelling a Teddy Bear Dear Zoo- Rod Campbell- simple sentences and transcriptions linked to the reading assessment. W5-6The Crayons Christmas – letter writing	

Termly Assessments: English grammar, punctuation and spelling; Reading. RWI and handwriting – letter formation.	
Science *Collins Snap Science* *Vocab: head, body, eyes, ears, mouth, teeth, sensitive, sense, sensory, rub, pinch, prod, rough, smooth, bumpy, wrinkled , hard, crunchy, slippery, slimy, fragrance, scent, pongy, flowery, fruity, sour, bitter, sharp, strong, gentle, smelly, delicate and sensitive .* **Module 2: Human Body and senses** Wk1 L1: Is everyone's body the same? Wk2 L2: How can we explore the world using our sense of touch? Wk3 L3: What can we hear? Wk4 L4: What smells do we like and dislike? Wk5 L5: What differences can our tongues **Module 1: Seasonal Changes cont Winter** Wk6:L3: Do all trees shed their leaves? NC: Identify main parts of human body State which part of body associated with sense Observe using simple equipment Identify and classify Record dataObserve weather across the four seasons	**Computing** *NCCE* **Creating Media- Digital Painting** *Vocab:* paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting and computers. L1: How can we post using computers? L2: Using shapes and lines L3: Making careful choices L4: Why did I choose that? L5: Painting all by myself L6: Comparing computer art and painting NC: To use technology purposefully to create, organise, store, manipulate, and retrieve digital content **Education for a Connected World:** **Health, well-being and lifestyle** Identify rules that help keep us safe and healthy in and beyond the home when using technology; Give some simple examples **Copyright and ownership:** Know that the work I create belongs to me Name my work so that others know it belongs to me
Art Vocab: Primary colours, secondary colours, drawing, rubbing, watercolour, thickness, collage, L.S LOWRY. L1: To explore different grades of chalk and pastels to produce a bonfire picture. L2: To create simple pencil line drawings – bonfire pictures L3: To produce line drawings of old toys	**P.E** **Team building** Vocab: challenge co-operate instruction, lead, plan, share and talk Key Skills: *Physical*: run, hit, jump, balance and coordination *Social*: trust, communication, and inclusion *Emotional*: determination and confidence *Thinking*: identify, comprehension, reflection and planning

L4: To look at work of LS Lowry and create a piece of artwork in a similar style. L5: To name primary colours and secondary colours; To experiment with shades and colours and to use thick felt tips. L6: To use drawing and painting techniques to create a self portrait of themselves using a range of different sized brushes.	L1: To co-operate with a partner to complete challenges L2: To explore and develop working as a team L3: To develop talking, listening and sharing skills L4: To use speaking and listening skills to lead a partner. L5: To plan with a partner and small group to complete challenges. L6: To use talking, listening and sharing skills to complete challenges **Fitness** Vocab: active, bones, breathing, brain, calm, exercise, fast, healthy, heart, memory, mood, muscles, quick, safe and strong. Key Skills: *Physical*: run, jump, coordination, stamina, strength, ability, balance and throw. *Social*: communication, cooperation, support, work safely, and kindness. *Emotional*: kindness. perseverance, independence and determination *Thinking*: comprehension, creativity, problem solving, reflection and feedback. L1: To develop my understanding of how exercise can make you feel L2: To develop my understanding of how exercise can make you strong and healthy L3: To develop my understanding of how exercise relates to breathing L4: To develop my understanding of how exercise helps my brain.

	L5: To develop my understanding of how exercise helps my muscles L6: To develop my understanding of the importance of daily exercise .
History **<u>Significant events related to local school life and national celebrations, as they occur</u>** (Bonfire night when grandparents were little, Remembrance) VOCAB: Remembrance day, decades, past, present, future, family, toys, leisure time, sort, classify, artefact, ancient. To create a timeline to include when grandparents/ parents/ themselves are born To compare daily life through knowledge of toys and school. To know some changes within living memory during the 1960s/1970s: To know that in the past some children's toys were different to those of today. To know some of the most popular toys that children played with in the past - marbles, snakes and ladders, dominoes, hopscotch, skipping, spinning top , yoyos Continuous provision opportunity: To create a tuff tray with a selection of both old and new toys for the children to sort and classify.	**Geography – next unit Spring term**

To know that many toys today use different materials from toys in the past – e.g. now they use plastic, batteries and computer chips and recognise these differences •To know from asking parents/grandparents/visitor the toys that were popular in the past •To know that some toys from the past remain popular today – Teddy bears, marbles, dolls, board games •To know that school life was different in the past as they did not have computers to display work etc. •Gain knowledge about the past through the use of artefacts (everyday objects and games) from history e.g. marbles, snakes and ladders, dominoes, hopscotch, skipping, spinning topLesson 1. Create a tuff tray	
Music *Charanga* – **<u>Dance, sing and play</u>** To begin to listen to music and appraise To begin to find the rhythm and know the pitch of a piece of music To clap back a simple rhythm Activity 1: Musicianship Options: Twinkle, Twinkle. Little Star Activity 2: Listen and Respond- In the Orchestra Activity 3: Learn to Sing the Song – Daisy Bell Activity 4: Play your Instruments with the Song – Dancing Dinosaurs Activity 5: Composing and Improvising – Rock- a-bye Baby (KS1 composition options include Compose with the Song, Create a Graphic Score) Activity 6: Perform the Song – I'm a Little Teapot End of Unit Quiz	**DT** Vocab: fabric, join, sew, decorate, needle and running stitch. **<u>Textiles</u>** Design a stocking Use running stitch Decorate fabric with sequins Use fabric markers/paints on stockings Evaluate own designs against criteria **<u>Construction and Mechanics.</u>** Vocab- 3D, 2D, V Fold, Valley fold, cut, tabs, concert<u>ina.</u> To explore how pop-up cards work To make simple Christmas pop-up card
PSHE – *Dimensions*	**R.E**

L1: C2 U1 L7 Good manners – How rude! To learn about the conventions of courtesy and manners. L2: C1 U4 L1 Happiness – Smile! To know that there is a normal range of emotions. To learn about making prove choices and how they can lead to happiness. L3: C1 U4 L2 Anger – GRRR! To recognise, name, manage and express feelings in a positive way L4: C2 U1 L1 Feelings – How I feel To know how to recognise and talk about emotions. L5: C2 U1 L2 Responses – You and me To know the scale of emotions that all humans experience in relation to different experiences and situations. L6: C2 U1 L3 Opinions – I think To understand that it is important to share their opinions and to be able to explain their views	**Unit 1:10 – What do Christians believe God is like?** *Vocab:* Forgiving, Prodigal, Worship, Nineveh, loving, Father, Parable, Jonah, God and Holy L1 To know what a parable is L2 To retell the parable of the Lost Son simply L3 To recognise the Christian belief of a loving and forgiving God L4 To retell the parable of Jonah and the Big Fish L5 To discuss how Jonah and the Big Fish teaches Christians what God is like L6 Assess and reflect
Visits/visitors	**Topic Days** Autumn craft parental day Christmas craft parental day. Christmas jumper day Party Day Performance of Shine Star Shine – Xmas performance with Year 2 (2 shows).