

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Description (setting and character) Instructions/procedural text Letter and postcards Posters Invitation Drama and role play Poetry</p> <p>Key texts/stories: Paddington Bear The Gruffalo Guy Fawkes</p> <p>Reading Sounding out words accurately (including unfamiliar words)</p>	<p>Measuring based on following instructions to make a marmalade sandwich.</p> <p>-Capital letters -Punctuation -Finger spaces -Conjunctions -Adjectives</p>	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.) -Use alternative words for simple vocabulary choices. • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings • Speak audibly and fluently with an increasing command of Standard English • Speak in full sentences most of the time. • Participate in discussions, presentations, performances, role 	<p>Formative and summative assessment</p> <p>Performances (poetry)</p> <p>Termly assessments and updating of individual targets based on progress demonstrated in a range of daily activities</p> <p>Focus on key aspects of ARE that individuals need support with.</p> <p>Termly assessments</p>

			<p>play, improvisations and debates</p> <ul style="list-style-type: none"> • Pretend to be someone else in a role play after someone explains a character to them. 	
Maths	<p>Place Value: Numbers to 10</p> <p>Addition and subtraction: Within 10</p> <p>Geometry: 2D/3D Shapes</p> <p>Place Value: Numbers to 20</p> <p>Fractions: Halves and quarters.</p> <p>Time: O' Clock.</p> <p>Multiplication: 10 times table</p>	<p>Continuous provision- creative area making:</p> <ul style="list-style-type: none"> -A clock -Shape monsters -Art piece with use of shapes <p>Go on a shape hunt</p> <p>Cross curricular link to music:</p> <ul style="list-style-type: none"> -Learn and perform the 10-x table song 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Use alternative words for simple vocabulary choices. 	<p>Formative/summative assessments</p> <p>Termly maths assessment: White Rose</p> <p>Termly assessments Mastering Number - rekenrek</p> <p>Daily Maths meeting</p> <p>How many days daily task</p>
Science	<p>Seasonal Changes: Identifying changes including the weather throughout a year, including day length variation.</p> <p>Everyday Materials: Relate materials to their properties.</p>	<p>Autumnal walk - Find signs of Autumn and will take photographs (Computing link- photography skills) of their findings to contribute to our seasons working wall</p> <p>Collect signs of Autumn (conkers etc) to use as loose parts, create Autumn scenes/crafts and to form our Pine Cone experiment</p> <p>Pine cone investigation - working scientifically</p> <p>Observing over time - pine cone weather predictors</p>	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay 	<p>Formative / summative assessments</p> <p>Retrieval PPTs</p> <p>Investigations and experiments</p>

	<p>Group materials based on their properties.</p>	<p>Fair testing - Identifying and classifying - grouping leaves by shape and colour. Tree identification.</p> <p>Harvest Festival - talking about Autumn</p> <p>David Hockney pictures in Autumnal colours</p> <p>Make scarecrows</p> <p>Counting and measuring leaves. Repeated patterns with leaves. Ordering according to size. Grouping leaves. Class spreadsheet to display results</p> <p>Each week, a child takes Paddington Bear home to record in his diary and part of their entry, they must complete a weather report.</p> <p>Go on a material scavenger hunt around the school grounds before using hoops to categorise and photograph.</p> <p>Design and create a new jacket/umbrella/hat that is weather/waterproof for Paddington.</p>	<p>focussed for up to 5 minutes.)</p> <ul style="list-style-type: none"> • Can sometimes ask relevant questions to build knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Use questions that require more than one-word answers. • Use alternative words for simple vocabulary choices. 	<p>Continuous provision science investigation area observations</p> <p>Termly assessments</p>
STEM	<p>Design and create a new jacket/brolly/hat that is weather/waterproof for Paddington.</p> <p>Torch and box investigation (absence of light)</p> <p>Make a rain gauge and wind sock</p> <p>Autumn walk</p>	<p>Measuring in mm/cm Write up of scientific investigation Design clothing on ICT software</p> <p>Write up of a conclusion</p> <p>Measure amount of rain in mm/cm</p> <p>Taking photographs and uploading</p>	<ul style="list-style-type: none"> • Can sometimes ask relevant questions to build knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Listen and respond appropriately to adults and their peers. 	

			<ul style="list-style-type: none"> • Use questions that require more than one-word answers. • Use alternative words for simple vocabulary choices. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.) 	
History	<p>British values. How was the Union Jack created?</p> <p>Learn about The Gunpowder Plot.</p> <p>Understand the significance of Remembrance Day.</p>	<p>Creating Union Jacks, using the four flags of the United Kingdom. Vocabulary related to direction: horizontal, vertical and diagonal - when making Union Jack.</p> <p>Making rocket firework pictures- watch videos of bonfire celebrations/firework displays from all around the world.</p> <p>Number work- counting backwards including number formation</p> <p>Writing rules for Bonfire night including posters for animal safety on Bonfire Night that will be laminated and displayed around school.</p> <p>Making poppies and wreaths.</p>	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments. (Stay focussed for up to 5 minutes.) • Use questions that require more than one-word answers. • Speak about what happened in the past mostly correctly. 	<p>Retrieval PPTs</p> <p>Termly assessments</p>

Geography	<p>Kapow - What is it like here?</p> <ul style="list-style-type: none"> -Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. -Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. -Recognise four features in the school grounds using a map. -Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. -Draw a design to improve three areas of the playground using the results from the survey. <p>Knowledge of places and locations:</p> <ul style="list-style-type: none"> -Name and locate the four countries on a map of the UK including capital cities. -Identify the country they live in. -Flag identification -Name famous landmarks -Name the continent they live in. -Use an atlas to locate the UK on a world map. <p>Geographical skills:</p> <ul style="list-style-type: none"> -Use simple compass directions 	<p>Each week, a child takes Paddington Bear home to record in his diary and takes photographs of him in the local area - links to location and physical & human features.</p> <p>Continuous provision to introduce and explore the 4 countries that make the United Kingdom where clues will be provided for the children to work out which country each table represents- use of all senses.</p> <p>Use 4 compass points to locate London landmarks.</p> <p>Virtual London tour</p> <p>Make 3D models of London landmarks</p> <p>Use of postcards that have been collected from local, national and global locations that will be used to help locate areas on different maps including Google Maps.</p> <p>iPad use for Digimaps and Google Maps to locate local areas and landmarks, national (London) and globally (linking with Postcards e.g. Australia, France)</p>	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.) • Can sometimes ask relevant questions to build knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Use questions that require more than one-word answers. 	<p>Summative/ formative assessment</p> <p>Retrieval PPTs</p> <p>Termly assessments</p>
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Art	<p>Kapow: Drawing- Make your mark -Bridget Riley links (lines) and Zaria Forman (waves) to key artist -Show knowledge of the language and literacy to describe lines. -Show control when using string and chalk to draw lines. -Experiment with a range of mark-making techniques, responding appropriately to music. -Colour neatly and carefully, featuring a range of different media and colours. -Apply a range of marks successfully to a drawing. -Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	<p>Paint a plant pot in the style of Kapow Unit (Bridget Riley) and David Hockney - monochrome</p> <p>Use of stencils to create an optical illusion and great an art gallery/museum to present to parents during our celebration event - Children can create price tags to raise money for school</p> <p>Autumn tree craft. Autumn collage.</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. 	<p>Self and peer assessments</p> <p>Books</p> <p>Discussion/sophistication of feedback on artist's work</p> <p>Termly assessments</p>
Music	<p>Kapaw: Keeping the pulse (Theme: My favourite things)</p> <p>Kapaw: Tempo (Theme: Snail and mouse)</p>	<p>Dancing to the rhythm</p> <p>Performing to parents/carers during celebration event (pre-recorded).</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Can speak in front of larger audiences, e.g, show and tell or assemblies 	<p>Self (via recording) and peer assessment (via performing)</p> <p>Termly assessments</p>
D/T	<p>Kapow: Structures- Constructing a windmill -Follow design criteria to meet the needs of a user. -Make a stable structure. -Make functioning sails/blades that attach to the supporting structure.</p>	<p>Writing instructions</p> <p>Measuring material</p> <p>Position and direction</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Articulate and justify answers by 	<p>Self and peer assessment of completed work</p> <p>Mini self-assessments throughout the design, planning</p>

	<p>-Improve their windmill.</p> <p>To use a slider mechanism- Christmas cards</p>		<p>using 'because' to explain thinking.</p> <ul style="list-style-type: none"> • Use relevant strategies to build vocabulary: -Draw pictures -Use words that reflect immediate surroundings and feelings. 	<p>and creating process.</p> <p>Termly assessments</p>
PE	Gymnastics (coach)	<p>Following instructions</p> <p>Learn a sequence</p> <p>Speaking and listening</p> <p>Record performances</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. 	<p>Weekly check-ins with coach to monitor progress</p> <p>Termly assessments</p>
RE	<p>What can we learn about Christianity from visiting a Church?</p> <p>Harvest</p> <p>What do Christians believe God is like?</p> <p>Why are gifts given at Christmas?</p> <p>How does the nativity show kindness, peace and love?</p>	<p>Visit a local Church.</p> <p>Prior to visit, write interview questions to ask a Christian about things you would find in a Church.</p> <p>During the visit, take photographs of key features of a church.</p> <p>Continuous provision in the construction area: use the design sheet to draw the key features of the church and then create it using Lego.</p> <p>These will be then labelled using post-it notes and will be photographed for scrapbook or in books.</p> <p>Take part in a Harvest assembly.</p> <p>Learn what the King's gifts symbolise.</p> <p>Explore how love, peace and kindness are shown in various parts of the nativity.</p>	<ul style="list-style-type: none"> • Use relevant strategies to build vocabulary: Draw pictures • Use words that reflect immediate surroundings and feelings. • Can speak in front of larger audiences, e.g, show and tell or assemblies •Consider and evaluate different viewpoints, attending to and building on the 	<p>Adaptations</p> <p>Retrieval PPTs</p> <p>Formative / summative assessment</p> <p>Photography choice</p> <p>Termly assessments</p>

			contributions of others.	
PSHCE Me, You and the World	Rules and choices. Families. Kidsafe	Write a recipe for a good friend. Use of Word to publish it (computing link) Make a set of classroom rules Visit from Kate Osbourne to discuss rules and choices to link with British Values. Create a family portrait gallery in the shared area to highlight diversity. Tango Makes Three The Big Book of Families 6 sessions: Discussion of the authoritative voice to stay 'STOP' Topics covered: yucky feelings, trusted adults, private parts being private, secrets, bullying and age-ratings on games.	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Can sometimes ask relevant questions to build knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	Floor books Termly assessments

Computing	Computing systems and networks: Technology around us Creating Media: Digital painting	Typing/ alphabet skills Continuous provision activities within the phonics/writing area will include keyboards (real and pop-it versions) for children to spell out words.	<ul style="list-style-type: none"> • Use alternative words for simple vocabulary choices. 	Termly assessments
Global/Eco links	Is Bonfire night fair for animals?	Animal safety posters that will be laminated and displayed in our local area	<ul style="list-style-type: none"> • Use questions that require more than one-word answers. • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	Evidence can be found within our geography and science curriculum/books and discussions
Career links	Role of a Vicar (RE link) Role of those who contribute towards making rules/decisions (YM&TW link) Role of bus/train driver (London link)	Create and complete interview questionnaires Interview Revered Lesley or Jason Interview Kate Osbourne Interview a member of staff from a bus/train company	<ul style="list-style-type: none"> • Use questions that require more than one-word answers. 	YM&TW/ PSHCE floor books