

	Key Learning	Activities Including Writing Opportunities and Numeracy- Application of skills	Speaking and listening	Assessment
English	Genres covered: Labels and captions List poem Recount Key texts/stories: Ten Little Monkeys Lost in Space 'That's Not My' Collection Poetry: -Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns. -Identify and appreciate alliteration in poetry. -Link themes in poetry to their own experiences. -Gather word collections and identify simple repeating patterns describing the effect. -Perform in unison, following the rhythm of the poem and keeping time. -Collect class and individual favourite poems for class anthologies, participate in reading aloud. -Recite some poems in an audible voice by heart performing to others, taking account of punctuation.	<u>Writing Opportunities:</u> Writing captions with photographs taken at school and/or at home or linked to text: •Spaces left between words A list poem for party items that will be needed for a party in space •Spaces left between words Character description of Bunting •Spaces left between words •Join words using 'and'. •Use capital letters for the personal pronoun 'I'. •Use capital letters and full stops to demarcate sentences. •Plural noun suffixes (-s and -es) Recount •Spaces left between words •Join words using 'and' and 'then'. •Use capital letters for the personal pronoun 'I'. •Use capital letters and full stops to demarcate sentences. •Add detail to writing using simple descriptive language. •Take and interest in and explore new vocabulary. <u>Maths Application:</u> Numerals and words for 'Ten Little..' Numerals and words for party items up to 20 Continuous provision Sharing equal quantities of food Pricing up toys and adding sums of money	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after someone explains a character to them. • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Understand feelings beyond happy and sad. -Say how someone might be feeling and why. • Give well-structured descriptions and explanations -Know when to use pronouns correctly -Speak in full sentences most of the time.	Formative and summative assessment Performances (poetry) Termly assessments and updating of individual targets based on progress demonstrated in a range of daily activities Focus on key aspects of ARE that individuals need support with. Termly assessments

	Reading -Use phonic knowledge to decode regular words and read them aloud accurately. -Demonstrate understanding when talking with others about what they have read. -Read stories with predictable and repeated patterns and experiment with similar patterns. -Retrieve basic information about a character using pictures and simple language. -Describe the main events in stories -Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets. -Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll...", "You can't catch me I'm the Gingerbread man..."			
Maths	Place Value: Numbers to 10 Addition and subtraction: Within 10 Geometry: 2D/3D Shapes Place Value: Numbers to 20 Addition and subtraction:	Continuous provision: creative area: -Rocket with a count down -Shape monsters -Art piece with use of shapes Outdoor learning: -Shape hunt -Use of natural resources and chalk for numbers to 10 and 20 <u>Writing Opportunities:</u> Including measurements within their instructions Numeric values in character descriptions.	• Listen and respond appropriately to adults and their peers. • Use alternative words for simple vocabulary choices.	Formative/ summative assessments Termly maths assessment: White Rose Termly assessments Mastering Number - Rekenrek

	Within 20 Place Value: Within 50			Daily Maths meeting How many days daily task
Science	Seasonal Changes: Identifying changes including the weather throughout a year, including day length variation. Focus: Autumn Pine cone investigation Everyday Materials: Relate materials to their properties. Group materials based on their properties. Investigate materials fit for purpose: Raincoat making.	<u>Maths Application:</u> Identifying and classifying: Grouping leaves by shape and colour. Counting and measuring leaves. Repeated patterns with leaves. Ordering according to size. <u>Writing Opportunities:</u> Designing a book using different materials/textures to form the illustrations i.e. The cat is soft (felt or cotton wool). The spoon is shiny (tin foil). Working scientifically and fair testing: Pine cone investigation: Observing over time – pine cone weather predictors Suitability of materials investigation Outdoor learning: Autumnal walk – Find signs of Autumn Photography of their findings for our seasons working wall Collect signs of Autumn (conkers etc) to use as: loose parts Create Autumn scenes/crafts Form our Pine Cone experiment Material scavenger hunt around the school grounds to then categorise	• 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.	Formative / summative assessments Retrieval PPTs Investigations and experiments Continuous provision science investigation area observations Termly assessments
STEM	Investigate materials fit for purpose: Raincoat making. Pine Cone Investigation	<u>Writing opportunities:</u> Writing and evaluating an investigation. Analysing results.	• Can sometimes ask relevant questions to build	Investigations and experiments Discussions

	Autumn walk	<u>Maths Application:</u> Present findings Count natural objects found <u>Continuous Provision:</u> Water investigation tray: What happens when water touches different materials? (Absorbs, does not absorb)	knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Listen and respond appropriately to adults and their peers. • 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.) • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Science books Termly assessments
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History	How am I making history?	Writing opportunity: Write caption sentences using simple time phrases. Write a birthday party invitation or a short recount of a favourite personal celebration. Comparative sentences. Maths application: Ordinal numbers and ordering to arrange photos. Measuring height or shoe size over time. Comparing measurements. Calendar work. Continuous provision: History and memory discovery table: Using resources the children will fill out an Artifact investigation sheet. Construction: Using toys from past such as wooden blocks with modern construction toys.	- Crafting clear, structured questions (who, what, when, where, why) - Responding to prompts about personal memories and special events. - Active listening: paying attention to accounts shared by visitors - Information extraction: processing spoken accounts to identify details about past toys, routines and school life.	Formative/summative assessment. Retrieval powerpoints. Comparisons Self/peer assessment.
Geography	What is it like here? -Locate three features on an aerial photograph of the school and know the name of the country	Writing opportunity: Write simple descriptive sentences labeling aerial features. Create a map key Write step-by-step directional instructions	• Can sometimes ask relevant questions to build	Summative/formative assessment

	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.	Maths application: Compass points and introducing directional language. Data collection Measurement and spatial awareness. Paddington: 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.	knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English: -Speak in full sentences most of the time.	Retrieval PPTs Termly assessments
Art	Drawing: Exploring Line and shape. - Knowledge of artists: Paul Kee and Brianna McCarthy chose materials. - Exploring individual ideas using a wide range of drawing media - Using sketchbooks to experiment with mark making and develop ideas. - Making deliberate choices about materials to achieve specific effects,	Writing opportunity: Label artwork with line types. Create a shape dictionary Write a simple descriptive caption Maths application: Naming 2D shapes Awareness of symmetry and proportions Continuous provision: Mirror and self portrait studio	- Articulating opinions. Expressing likes and dislikes for artwork. - Explaining artistic choices, using 'because'. - Using key art vocabulary	Self and peer assessments Books Discussion/sophistication of feedback on artist's work Termly assessments

	- Line control: Understanding how to create different line types - 2D shape recognition -		- Constructive feedback.	
Music	Keeping the pulse (Theme: My favourite things) Tempo (Theme: Snail and mouse)	Dancing to the rhythm Following a sequence	• Listen and respond appropriately to adults and their peers. • Can speak in front of larger audiences, e.g, show and tell or assemblies	Self (via recording) and peer assessment (via performing) Termly assessments
D/T	Stable structures - Considering who they are designing for. - Purpose of product. - Choosing appropriate materials. - Using tools with control - Understanding that structures are built to serve a purpose.	Writing opportunity: - Label diagrams - Writing comparative sentences - Writing evaluation Maths application: - Measurement - Comparison - Weight	- Using technical and subject specific vocabulary - Justifying and reasoning - Collaborative discussion and problem solving - Evaluating and presenting	Self and peer assessment of completed work Mini self-assessments throughout the design, planning and creating process. Termly assessments

PE	Gymnastics Get set PE: Ball skills	Following instructions Learn a sequence Speaking and listening Dribbling a ball with hands and feet Accuracy when rolling a ball Catching with two hands Throwing with accuracy towards a target Tracking a ball coming towards a target	• Listen and respond appropriately to adults and their peers. • Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after someone explains a character to them. -Give reasons why something is good or bad with help. -Can speak in front of larger audiences.	Weekly check-ins with coach to monitor progress Termly assessments
RE	Understanding Christianity What do Christians believe God is like? Understanding Christianity Why does Christmas matter to Christians?	Hook/Case Study: Ivan Toney (footballer) Bukayo Saka (footballer) Educational Visits: Visit a local Church Interview: Interview a member of the church <u>Writing Opportunities:</u> Generate questions to ask the member of the church Shared verse to add to the song 'You Can Hold On' <u>Maths Application:</u>	• Use relevant strategies to build vocabulary: -Draw pictures -Use words that reflect immediate surroundings and feelings. -Use alternative words for simple vocabulary choices.	Adaptations Retrieval PPTs Formative / summative assessment Photography choice Termly assessments

		Explore, analyse and compare data from types of prayers Christians practice Creating a physical bar chart and use of mathematical cubes		
PSHCE Me, You and the World	My healthy self: How can we look after our emotions? - Naming basic emotions and recognise them using facial expressions and body language cues. - Describe emotions and comfortable and uncomfortable. - Identify activities that help them feel calm, relaxed. Connecting with others: How can I make myself and others feel happy and safe? - Identify how families show love, care and support. - Name places that make them feel safe, including a trusted adult. - Choose kind and polite ways to solve disagreements.	Writing opportunities: - Write simple "I feel... when" or "When I am worried I can..." sentences to practice capital letters, finger spaces and full stops. - Emotion labels and captions, label facial expressions and body clues in pictures. - Instructional writing: Draft a recipe or set of steps for making a good friend. Reading and oracy: - Role play: act out scenarios in pairs to practice verbalising feelings. - Circle time discussions: Turn taking while passing around 'kindness bear' where each child shares a strength about a classmate next to them. Maths opportunities: - Measurement and scales: Emotion scale PE: - Mindfulness and relaxation: practicing yoga and stretching.	- Naming feelings using emotion words. - Explaining perspective s - Role-play simulation	Termly assessments self/peer assessment
Computing	Improving mouse skills - Learning how to explore and tinker with hardware to understand how it works. - Mouse control: developing fine motor skills - Account management: Understanding how to log	Writing opportunities: - Use of imperative verbs: using command words - Instructional writing - Time conjunctions and sequencing words Maths opportunities: - Position and directional language - Sequencing - Counting and measurement	- Delivering precise commands - Using specific vocabulary - Explaining intentions and goals	Termly assessments Self/peer assessment.

	in, log out and save digital work Commands unplugged - Goal setting: explaining what pupils are trying to achieve with their instructions - Sequencing: Writing clear, ordered instructions - Translating algorithms: Converting instructions or algorithms into precise commands.		- Verbalising debugging: explaining why an error occurred. - Following multi-step instructions - Peer feedback and collaboration	
Global/Eco links	Should all toys be made from plastic? Is Bonfire night fair for animals?	<u>Writing Opportunities:</u> Research impact Write a shared letter/ record a persuasive video to a leading toy manufacturer about alternative materials being used. Animal safety posters that will be laminated and displayed around school. <u>Maths Application:</u> Compare prices of toys and consider why based on scientific knowledge Hold a debate- conscious alley	• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.) • Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after someone explains a character to them.	Evidence can be found within our geography and science curriculum/books and discussions

			-Give reasons why something is good or bad with help. -Can speak in front of larger audiences • Gain, maintain and monitor the interest of the listener(s).	
Career links	Museum curator (History) Christian and Reverend (RE) Vet (Global links) artist (Art)	<u>Writing Opportunities:</u> Generate questions to interview Staff at The Discovery Museum Local bus/train driver - draw comparisons to how they'd feeling about driving in London Educational Visit: Visit Discovery Museum	• 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.	YM&TW/ PSHCE floor books