

	Key Learning	Activities Including Writing Opportunities and Numeracy- Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Labels and captions List poem Character description Recount</p> <p>Key texts/stories: Ten Little Monkeys Toys in Space 'That's Not My' collection Lost in The Toy Museum</p> <p>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.</p>	<p>Writing Opportunities:</p> <p>Writing captions with photographs taken at school and/or at home or linked to text: •Spaces left between words</p> <p>A list poem for party items that will be needed for a party in space •Spaces left between words</p> <p>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.</p> <p>Maths Application: Numerals and words for 'Ten Little..' Numerals and words for party items up to 20</p> <p>Continuous provision Sharing equal quantities of food Pricing up toys and adding sums of money</p>	<ul style="list-style-type: none"> • 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. 	<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>Reading</p> <ul style="list-style-type: none"> -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. <p>-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..."</p>			
<p>Maths</p>	<p>Place Value: Numbers to 10</p> <p>Addition and subtraction: Within 10</p> <p>Geometry: 2D/3D Shapes</p> <p>Place Value:</p>	<p>Continuous provision: creative area:</p> <ul style="list-style-type: none"> -A clock -Rocket with a count down -Shape monsters -Art piece with use of shapes <p>Outdoor learning:</p> <ul style="list-style-type: none"> -Shape hunt -Use of natural resources and chalk for numbers to 10 and 20 -Utilise painted clock on the yard 	<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</p>

	<p>Numbers to 20</p> <p>Fractions: Halves and quarters.</p> <p>Time: O' Clock.</p> <p>Multiplication: 10 times table</p>	<p>Cross curricular link to music: -Learn and perform the 10-x table song</p> <p>Writing Opportunities: Including measurements within their instructions Numeric values in character descriptions.</p>		<p>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>Focus: Autumn</p> <p>Pine cone investigation</p> <p>Everyday Materials: Relate materials to their properties. Group materials based on their properties.</p> <p>Investigate materials fit for purpose: Three Little Pigs</p> <p>.</p>	<p>Maths Application: Identifying and classifying: Grouping leaves by shape and colour. Counting and measuring leaves. Repeated patterns with leaves. Ordering according to size.</p> <p>Writing Opportunities: 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).</p> <p>Working scientifically and fair testing: Pine cone investigation: Observing over time - pine cone weather predictors Suitability of materials investigation</p> <p>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</p> <p>Material scavenger hunt around the school grounds to then categorise</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>Formative / summative assessments</p> <p>Retrieval PPTs</p> <p>Investigations and experiments</p> <p>Continuous provision science investigation area observations</p> <p>Termly assessments</p>

STEM	<p>Investigate materials fit for purpose: Three Little Pigs</p> <p>Pine Cone Investigation</p> <p>Autumn walk</p>	<p><u>Writing opportunities:</u> Writing and evaluating an investigation. Analysing results.</p> <p><u>Maths Application:</u> Present findings Count natural objects found</p> <p><u>Continuous Provision:</u> Construction area: Build different houses with varying structures and using a range of materials</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. • 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, 	<p>Investigations and experiments</p> <p>Discussions</p> <p>Science books</p> <p>Termly assessments</p>
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			imagining and exploring ideas.	
History	<p>Similarities and differences: Old and new - toys in living memory</p> <p>Continuity and change: Generations of royalty</p>	<p><u>Maths Application:</u> To organise and sort artefacts - Venn diagram Timeline of chronology linked to the monarch and royal family</p> <p><u>Writing Opportunities:</u> Questionnaire to parents and grandparents to compare and children devise questions Advertisement of children's dream toy i.e. talking teddy, pen that writes for you...</p> <p>Educational visit: Discovery Museum</p> <p>Show and tell: Teachers do show and tell with their childhood toy before children do.</p> <p>Other activities: Physical timeline focusing on toys Interview family members of varying generations to establish their favourite toys and request they send a photograph of it via Dojo.</p>	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Speak about what happened in the past mostly correctly. • Can sometimes ask relevant questions to build knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. 	<p>Retrieval PPTs</p> <p>Termly assessments</p>
Geography	<p>Kapow - What is it like here? -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.</p>	<p>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.</p> <p><u>Maths Application</u> Position and directional language when creating a messy map of our classroom and playground, as well as drawing part of a simple map. Analysing simple data</p> <p><u>Writing Opportunities</u> Pupil voice in writing their views on the Y1 yard. Labels on a map</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 spoken language to develop understanding through 	<p>Summative/ formative assessment</p> <p>Retrieval PPTs</p> <p>Termly assessments</p>

	<p>-Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</p> <p>-Draw a design to improve three areas of the playground using the results from the survey.</p>		<p>speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:</p> <p>-Speak in full sentences most of the time.</p>	
Art	<p>Kapow:</p> <p>Drawing- Line and shape</p> <p>-I can talk about an artist and their work: Bridget Riley, Paul Klee, David Hockney</p> <p>-Draw different types of lines with a range of materials.</p> <p>-Press hard and light to create different types of lines.</p> <p>-Describe lines using the words I have learnt.</p> <p>-Identify different types of lines in a drawing.</p> <p>-Draw lines reflecting what I hear in music, changing my pressure and control.</p> <p>-Select different materials to make lines.</p> <p>-Identify organic shapes.</p> <p>-Connect lines to create a shape.</p> <p>-Use different types of lines to create a shape</p> <p>-Identify basic shapes in works of art and everyday objects.</p> <p>-Talk about what I like and dislike</p>	<p>Maths Application:</p> <p>Repeated patterns</p> <p>Cost of items to sell- price tags</p> <p>Writing Application:</p> <p>Price tags</p> <p>Paint a plant pot in the style of Kapow Unit (Bridget Riley) and David Hockney - monochrome to sell at the school fayre</p> <p>Use of stencils to create an optical illusion and create an art gallery/museum to sell at the school fayre</p>	<p>• Listen and respond appropriately to adults and their peers.</p>	<p>Self and peer assessments</p> <p>Books</p> <p>Discussion/sophistication of feedback on artist's work</p> <p>Termly assessments</p>

	<p>in a piece of art.</p> <ul style="list-style-type: none"> -Use shapes to draw a face. -Change how hard I press to make a colour lighter or darker. -Colour within lines. -Choose colours similar to Paul Klee's artwork. -Use drawing materials to fill a shape with lines and shapes. -Notice and talk about how my art looks like Brianna McCarthy's and how it's different. -Describe lines, shapes and colours seen in Brianna McCarthy's work and my own. 			
Music	<p>Kapow: Keeping the pulse (Theme: My favourite things)</p> <p>Kapow: Tempo (Theme: Snail and mouse)</p>	<p>Dancing to the rhythm</p> <p>Following a sequence</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: Textiles -Making puppet</p> <ul style="list-style-type: none"> -To sew using a simple sewing technique. -Join fabrics together using pins, staples or glue. -Design a puppet and use a template. -Join their two puppets' faces together as one. 	<p>Writing opportunities: Follow instructions to make puppets Shared write on how to make puppets</p> <p>Maths Application: Shapes- cutting felt to make eyes etc. Evaluate and assess their own and peers' design Perform puppet shows- narrative</p>	<ul style="list-style-type: none"> • 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. 	<p>Self and peer assessment of completed work</p> <p>Mini self-assessments throughout the design, planning and creating process.</p>

	-Decorate a puppet to match their design.		-Give reasons why something is good or bad with help. -Can speak in front of larger audiences.	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use relevant strategies to build vocabulary: -Draw pictures -Use words that reflect immediate surroundings and feelings.	Adaptations Retrieval PPTs Formative / summative assessment Photography choice

		<p><u>Writing Opportunities:</u> Generate questions to ask the member of the church Shared verse to add to the song 'You Can Hold On'</p> <p><u>Maths Application:</u> Explore, analyse and compare data from types of prayers Christians practice Creating a physical bar chart and use of mathematical cubes</p>	-Use alternative words for simple vocabulary choices.	Termly assessments
PSHCE Me, You and the World	Rules and choices. Families. Kidsafe	<p><u>Writing Opportunities:</u> Make a set of classroom rules- link to text: Our Class is A Family Recipe for a good friend- use of Word to publish it (computing link)</p> <p><u>Interview:</u> Kate Osbourne to discuss rules and choices to link with British Values.</p> <p>Create a family portrait gallery in the shared area to highlight diversity (link to Our Class is A Family)</p> <p><u>Texts:</u> Tango Makes Three The Big Book of Families Our Class is A Family</p> <p><u>Kidsafe programme:</u> 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.</p>	<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 	Floor books Termly assessments

			<ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	
Computing	<p>Computing systems and networks: Technology around us</p> <p>Creating Media: Digital painting</p>	<p><u>Writing Application:</u> Typing/ alphabet skills</p> <p>Continuous provision: Phonics: Keyboard to type up spellings Pop it keyboard alphabet to type and spell</p>	<ul style="list-style-type: none"> • Use alternative words for simple vocabulary choices. 	Termly assessments
Global/Eco links	<p>Should all toys be made from plastic?</p> <p>Is Bonfire night fair for animals?</p>	<p><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 in our local area</p> <p><u>Maths Application:</u> Compare prices of toys and consider why based on scientific knowledge</p> <p>Hold a debate- conscious alley</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.) • Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after 	Evidence can be found within our geography and science curriculum/books and discussions

			<p>someone explains a character to them.</p> <ul style="list-style-type: none"> -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	<p>Museum curator (History) Christian and Reverend (RE) Vet (Global links) artist (Art)</p>	<p><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</p> <p>Educational Visit: Visit Discovery Museum</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. 	YM&TW/ PSHCE floor books