


**Autumn first half-term. Curriculum areas overview: Class 10: Years 1/2**

		Prime Areas			Specific Areas				
		PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding	Expressive
<p><b>Theme:</b> Colour</p>  <p>Week / Talk for Writing Story/Non-Fiction text.</p>	<p>(R.E, PSHE, Circle time - Year One/Two)</p>	<p>(P.E - Year One/Year Two)</p>						<p>the world (Science, History, Geography, ICT - Year One/Two)</p>	<p>Arts &amp; Design (Art, D&amp;T, Music - Year One/Two)</p>
<p><b>1: 1/9/16 - 2/9/16 (Thurs/Fri)</b></p> <p>Fiction text: 'Elmer'.</p>	<p>Settling back into school following the Summer holiday. Establish new class routines. .g. New lunchtime organisation. Encourage good table manners.</p> <p>Organise the children into new groups.</p> <p>Set out class rules. Introduce new behaviour chart.</p> <p>Making new friends. Circle games to help children learn names.</p> <p><b>Assembly Theme:</b>  <b>Ourselves:</b> New Beginnings: <b>Welcome Back! New School year. Starting a new class; What are your targets/ aims for this year? What do we like about coming back to school? How are you feeling?</b></p>	<p><b>P.E:</b> (Fri -pm session)</p> <p>Play parachute games.</p> <p>Practise cutting skills using the scissors to cut out different materials to create a collage picture of Elmer elephant!</p>	<p>Share Summer holiday news and experiences in new class key worker groups</p> <p>(Speaking and listening)</p> <p>Introduce 'Colour' theme. What are our favourite colours? Reinforce signing colours.</p>	<p>To practise writing children's names. Check letter formation skills.</p> <p>Share the story 'Elmer' about the colourful patchwork elephant. (Link with PSHE; Making friends and understanding that everyone is special and unique.)</p> <p>Read other Elmer the elephant stories by the author.</p> <p>Find out information about this author.</p> <p>Write labels/speech bubbles to describe features of ourselves e.g. I have blue eyes, I have long brown hair. Use descriptive vocabulary. Use STC to support.</p> <p>Individual Reading.</p>	<p><b>Letters and Sounds:</b></p> <p>Phase 1/ 2/3 activities; according to children's abilities.</p>	<p><b>Maths: Number: Place Value:</b></p> <p>Count forwards and backwards to 10/20. Recognise numbers up to 10/ 20+. Count out amount of objects to match number.</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p><b>Introduce this unit of work.</b></p> <p>Play Simon says with emphasis on naming parts of the body. Name external parts of the body e.g. arm, leg, knee, eye, ear, nose, tongue.</p>	<p>Create colour patterns for Elmer and his friends. Decorate coloured square shapes using collage materials to use to create a large patchwork Elmer elephant for the class reading corner.</p> <p>Explore colour mixing of primary colours: red, blue, yellow and green to create secondary colours; orange, purple..</p> <p>Draw and paint other jungle animals from the Elmer stories.</p> <p><b>Art &amp; Design:</b> Unit: Self-Portrait:</p> <p>Give the children mirrors. Ask them to look at themselves and think about the size and shape of their faces and about the size of parts of their face or body in relation to each other. Ask them to draw life size and miniature self-portraits, including themselves as a whole or just their head and shoulders. *Display children's work to show how they look different from one another.</p> <p><b>Music session:</b> Thursday am.</p>	

<p>2: 5/9/16 - 9/9/16</p> <p>Colour themed stories.</p>	<p>Settling back into School. Continue to establish new class routines e.g. New lunchtime organisation. Encourage good table manners.</p> <p>Behaviour chart.</p> <p>Making new friends.</p> <p><b>Assembly Theme:</b> Feelings about new school, new classes, new teachers/staff and new friends.</p> <p>What makes a good friend? Emphasise qualities of good friends. Use STC to support.</p> <p><b>Forest School activities:</b></p>	<p>Play class circle movement games e.g. fruit salad/colour name games. Practise moving our bodies in different ways e.g. skipping, running, jumping, hopping, star jumps.</p> <p><b>P.E</b> Session with P.E Coach. (Weds am)</p> <p>To recognize how their body feels when still and when exercising e.g. hot, cool, heart beating faster, puffed out, tired.</p> <p>Go outside in small groups to use the playground equipment. Model how to use the equipment safely.</p>	<p>To describe features of ourselves. Use mirrors to support! Work in small groups to describe each other e.g. I have blonde curly hair and green eyes.</p> <p>To continue to learn vocabulary related to Science topic: 'Animals, including humans'; parts of the body. Use STC.</p> <p>Learn vocabulary related to different types of animals. Use STC to support.</p> <p><b>Speaking and Listening:</b> To describe what makes a good friend? Talk about how our friends are special.</p> <p>To listen carefully to follow instructions.</p>	<p>Draw and label a body picture; name and write labels for the different parts of the body.</p> <p>Individual Reading/Guided Reading.</p> <p>Tricky words</p>	<p><b>Letters and Sounds;</b></p> <p>Phase 1/2/3 : (Differentiated according to ability- Refer to separate weekly planning sheets)</p> <p>Tricky words</p>	<p><b>Maths: Number: Place Value:</b></p> <p>Continue counting/recognising numbers to 10/20.</p> <p>Compare and Order a set of numbers from smallest to the largest.</p> <p>To find one more/one less than a given number up to 10.</p> <p>Extend with numbers up to 20+ to extend and meet the different ability levels.</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p>Name and label parts of the body. Draw the human body/ label different parts .Use STC labels</p> <p>Draw around a child; working in key groups.</p> <p>Identify that humans are living creatures like animals. Can you name different types of animals;</p> <p>Sort animals into different groups; , e.g. pets, farm animals, jungle animals, sea creatures,</p> <p><b>COMPUTING: Toys and Games: Programming: Use Beebot floor robots.</b></p>	<p>(Refer to separate planning)</p> <p><b>Forest School activities:</b></p> <p>Use natural objects to make faces outside.</p> <p>Use clay to make tree faces outside.</p> <p><b>Art &amp; Design: Unit; Self-Portrait:</b></p> <p>Use their previous drawings as a reference, ask the children to make a larger painting. Ask them to draw the outline and main shapes of the portrait using a light colour. Show them how to mix paint and colour to represent skin, eyes, hair etc. Explore colour mixing e.g. combining two colours to achieve darker and lighter tones.</p> <p>Observational drawings of our friends. Encourage the children to observe facial features carefully.</p> <p>Draw around our hands and cut out to make a friendship circle. Decorate each hand with pictures of our friends.</p> <p><b>Music session: Thursday am.</b> (Refer to separate planning)</p>
<p>3: 12/9/16 - 16/9/16</p> <p>Talk for writing: <b>Fiction: The Three Little Pigs.</b>(Focus: Character description) <b>Imitation</b></p>	<p>Continue to establish new class routines e.g. New lunchtime organisation. Encourage good table manners.</p> <p>Behaviour chart.</p> <p>Making new friends.</p>	<p><b>Dance:</b> Animal theme: Use the music from the Lion King to explore animal movements. (Fri pm)</p> <p><b>P.E</b> Session with P.E Coach. (Weds am)</p> <p>To recognize how their</p>	<p>Introduce new story language/vocabulary related to the story of 'The three little pigs'. Children to join in with retelling of the story using actions/signing.</p> <p>Role-play the story in the story area and outside, using</p>	<p><b>Talk for writing:</b></p> <p><b>Wow starter</b> morning: To introduce the story of 'The three little pigs'. Build houses for the three little pigs using different materials outside.</p> <p>Make mini houses for</p>	<p><b>Letters and Sounds;</b></p> <p>Phase 1/2/3 : (Differentiated according to ability- Refer to separate weekly planning sheets)</p>	<p><b>Maths: Number: Place Value:</b></p> <p>Count, read and write numbers to 10+ in numerals and words. (Differentiated ability groups)</p> <p>Identify and represent numbers using objects</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p>Continue to sort and classify a selection of animals into groups.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p><b>Forest School activities:</b></p> <p><b>Year 1: D&amp;T-Unit: Moving Pictures:</b></p> <p>Make a moving pig picture. Draw different parts of a pig. Cut out individual parts of a pig and fix together with split pins to make a</p>

	<p><b>Assembly Theme:</b></p> <p>Feelings about; New school, new classes, new teachers/staff and new friends. Who can help when we need it?</p> <p><b>R.E:</b> Ourselves: Feelings and Emotions; Use feelings chart; Discuss what makes us feel happy, sad, excited, angry? etc. Key worker groups.</p> <p><b>Forest School activities:</b></p>	<p>body feels when still and when exercising e.g. hot, cool, heart beating faster, puffed out, tired.</p> <p>Use scissors to practise cutting skills. *Pig masks/ moving pig pictures.</p> <p>Go outside in small groups to use the playground equipment. Model how to use the equipment safely.</p>	<p>the props.</p> <p>Encourage the children to think of questions to ask the wolf and pigs during a hot seating activity. e.g. ask the wolf about his bad behaviour</p> <p>Learn the questions words used e.g. What, Where, When, Who, How? (Ask each other questions.)</p> <p>To listen carefully to follow instructions.</p>	<p>the three little pigs using different materials e.g. straw, sticks and Lego.</p> <p><b>Farm play.</b></p> <p>Draw story maps to support retelling of the story.</p> <p>Draw and label characters from the story.</p> <p>Write a list of descriptive vocabulary to describe the story characters.</p> <p>Write sentences to describe a story character.</p> <p>Individual Reading/ Guided Reading.</p> <p>Set up Share a book scheme.</p>	<p>Tricky words</p> <p>and pictorial representations including the number line and use the language of more than, less than (fewer), most, least, equal to.</p>	<p><b>COMPUTING: Toys and Games: Programming: Use Beebot floor robots.</b></p>	<p>moving pig.</p> <p>Use the clay to make models of pigs.</p> <p>Explore using the different materials to construct houses for 'The Three Little Pigs'.</p> <p><b>Music session:</b> Thursday am. (Refer to separate planning)</p>	
<p>4: 19/9/16 - 23/9/16</p> <p>Talk for writing: <b>Fiction: The Three Little Pigs.</b>(Focus: Character description) <b>Innovation</b></p>	<p>Continue to establish new class routines e.g. Lunchtime organisation. Encourage good table manners.</p> <p>Behaviour chart.</p> <p>Making new friends.</p> <p><b>Assembly Theme:</b> What similarities do we have? What makes us special?</p> <p>Ourselves: How are we different?</p> <p><b>Forest School</b></p>	<p><b>Year 1 : Gymnastics:</b> (Fri pm)</p> <p>To learn basic gymnastics actions e.g. travel on feet, hands and feet, push, pull, slide and roll. Use floor mats imaginatively and confidently to travel across. Practise balancing on different parts of the body. To recognize how their body feels when still and when exercising e.g. hot, cool, heart beating faster, puffed out, tired.</p> <p><b>P.E</b> Session with P.E Coach. (Weds am)</p>	<p>Children to join in with retelling of the story using actions/signing.</p> <p>To share ideas for changing the characters in the story.</p> <p>To use adjectives to describe new characters.</p> <p>To listen carefully to follow instructions.</p>	<p><b>Talk for Writing activities based on the story; 'The three little pigs'.</b></p> <p>Independent writing to retell the story of 'The Three Little Pigs'.</p> <p><b>Box up the story events/start to innovate; changing the characters;</b> Describe other animal characters for the story e.g. The three little cats.</p> <p>Draw and label ideas for new characters for the innovated story.</p> <p>Individual Reading/</p>	<p><b>Letters and Sounds:</b></p> <p>Phase 1/2/3: (Differentiated according to ability- Refer to separate weekly planning sheets)</p> <p>Tricky words</p>	<p><b>Maths: Number: Place Value:</b></p> <p>Count, read and write numbers to 10+ in numerals and words. (Differentiated ability groups)</p> <p>Identify and represent numbers using objects and pictorial representations including the number line and use the language of more than, less than (fewer), most, least, equal to.</p> <p>Given a number, identify one more or one less.</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p>To learn that we have five senses which allow us to find out about the world. Identify the five senses and location of the sense organs e.g. by pointing to them. To understand that the eye is for seeing etc.</p> <p>Explore a series of 'Senses' activities.</p> <p><b>COMPUTING: Toys and Games: Programming: Lily Hop/J2ecode.</b></p>	<p><b>Forest School activities:</b></p> <p><b>Music session:</b> Thursday am. (Refer to separate planning)</p>

	<u>activities:</u>			Guided Reading. Share a book.				
5: 26/9/16 - 30/9/16  Talk for writing: <u>Fiction: The Three Little Pigs</u> .(Focus: Character description)  <u>Invention</u>	Continue class rules/ routines .Encourage good table manners.  Behaviour chart.  Making new friends.  <u>Assembly Theme:</u> Good to be me  What am I good at?  The importance of being ourselves and being proud of who we are. Achievements.  <u>Bridgewater Fair:</u> Talk about the importance of being safe at the fair and not talking to strangers.  <u>Forest School activities:</u>	<u>Year 1 : Gymnastics:</u> (Fri pm)  To learn basic gymnastics actions e.g. travel on feet, hands and feet, push, pull, slide and roll. Use floor mats imaginatively and confidently to travel across. Practise balancing on different parts of the body. To recognize how their body feels when still and when exercising e.g. hot, cool, heart beating faster, puffed out, tired.  <u>P.E</u> Session with P.E Coach. (Weds am)	Children to join in with retelling of the innovated story using actions/signing.  To listen carefully to follow instructions.	Individual Reading/ Guided Reading.  Share a book.  <u>Talk for Writing:</u>  Write sentences to describe a story character from the innovated story...  Invent own characters for the story. Draw and label ideas.	<u>Letters and Sounds:</u>  Phase 1/ 2/3 (Differentiated according to ability- Refer to separate weekly planning sheets)  Tricky words	<u>Maths: Number: Addition and Subtraction:</u>  Add and subtract one digit numbers (to 10) including zero. Use concrete objects and pictorial representations and missing number problems.  Represent and use number bonds and related subtraction facts (within 10).  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	<u>Science Unit: Animals; including humans.</u>  Continue activities based on the 'Five Senses'.  <u>COMPUTING: Toys and Games: Programming:</u> Use the J2eGo program on the laptop to program instructions for the wolf to go to visit each little pig's house. Program cars moving around a track.	<u>Forest School activities:</u>  <u>Music</u> session: Thursday am. (Refer to separate planning)

<p>6: 3/10/16 – 7/10/16</p> <p>Talk for writing: <b>Non-Fiction:</b> (Focus: Information, facts in a list.) <b>Facts about the Autumn season</b> Pigs, wolves??</p>	<p>Continue to establish class rules/ routines e.g. Encourage good table manners.</p> <p>Behaviour chart.</p> <p>Making new friends.</p> <p><b>Assembly Theme:</b> Dealing with all of our feelings we have. How to deal with different feelings- anger, jealousy etc. What to do with negative feelings? How to cope with them?</p> <p><b>R.E: Where do we belong? : 'Families'.</b> Who belongs to your family? Each family is special and unique. Key worker groups.</p> <p><b>Forest School activities:</b></p>	<p><b>Year 1 : Gymnastics:</b> (Fri pm)</p> <p>To explore travelling across a series of large apparatus safely.</p> <p>Roll across a mat, slide along the bench, jump off the trestle. Link movements together, add a balance.</p> <p>Teach children how to handle apparatus safely. To recognize how their body feels when still and when exercising e.g. hot, cool, heart beating faster, puffed out, tired.</p> <p><b>P.E</b> Session with P.E Coach. (Weds am)</p>	<p>Introduce the <b>Non-Fiction text:</b></p> <p>Facts about the 'Autumn' season. Learn signs and actions to retell the text.</p> <p>To learn 'Autumn' vocabulary. Use STC.</p> <p>To learn vocabulary related to animals that hibernate during the Autumn season.</p> <p>To listen carefully to follow instructions.</p>	<p><b>Talk for writing:</b></p> <p><b>Wow starter to introduce non-fiction text:</b></p> <p>Facts about the 'Autumn' season.</p> <p>Go on an 'Autumn' season walk to the pond /woodland area to observe seasonal changes in the environment. Discuss Animals that hibernate. Make clay models of hedgehogs.(Collect twigs to make spines)</p> <p>Draw text maps to retell a list of facts about the Autumn season.</p> <p>Draw and label animals that hibernate during this season.</p> <p>Draw pictures to show signs of the Autumn season.</p> <p>Individual Reading/ Guided Reading.</p> <p>Share a book.</p>	<p><b>Letters and Sounds:</b></p> <p>Phase 1/2/3 (Differentiated according to ability- Refer to separate weekly planning sheets)</p> <p>Tricky words</p>	<p><b>Maths: Number: Addition and Subtraction:</b></p> <p>Add and subtract one digit numbers (to 10) including zero. Use concrete objects and pictorial representations and missing number problems.</p> <p>Represent and use number bonds and related subtraction facts (within 10).</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p>To learn that all animals including humans grow and change as they become older. Look at baby photographs to identify and describe how we grow and change. Draw a sequence of pictures to show how we grow e.g. baby, toddler, school child, teenager, adult. <b>Ask children to bring a baby photograph into school to share with the class.</b></p> <p><b>Science: 'Seasonal Changes': Focus on the 'Autumn' season: What changes can be seen in the local environment?</b></p> <p><b>Signs of Autumn: Go on a season walk in the school grounds to observe changes in the environment. Collect different coloured leaves/natural objects.</b>(Links made with Literacy: Talk for Writing text)</p> <p><b>COMPUTING: Toys and Games: Programming:</b> Use the J2eGo program on the laptops to program instructions/work out algorithms</p>	<p><b>Forest School activities:</b></p> <p><b>Art and Design:</b></p> <p>Look at other artists work based on people. Draw pictures of our families. Family circles.</p> <p><b>Music session:</b> Thursday am. (Refer to separate planning)</p>
<p>7: 10/10/16- 14/10/16</p> <p>Talk for writing: <b>Non-Fiction:</b> (Focus: Information, facts in a list.)</p>	<p>Continue to establish class rules/routines e.g. Encourage good table manners.</p> <p>Behaviour chart.</p> <p><b>Assembly Theme:</b></p> <p>What am I proud of this half-term?</p> <p>What have I done well?</p> <p>What do I need to improve? How am I going</p>	<p><b>Year 1 : Gymnastics:</b> (Fri am)</p> <p>To explore travelling across a series of large apparatus safely.</p> <p>Roll across a mat, slide along the bench, jump off the trestle. Link movements together, add a balance. Teach children how to handle apparatus safely. To recognize how their body feels when still and when exercising e.g.</p>	<p>Retell the facts about the 'Autumn' season from the previous week.</p> <p>To learn vocabulary related to animals and their young.</p> <p>To listen carefully to follow instructions.</p> <p>Use vocabulary to describe how to keep our bodies healthy. Use STC. What makes a healthy lunch/lunch box?</p>	<p>Individual Reading/ Guided Reading.</p> <p>Share a book.</p> <p><b>Talk for Writing:</b></p> <p>Non-Fiction text:</p> <p>Facts about the 'Autumn' season. Innovate the text to write a list of facts about another subject;</p>	<p><b>Letters and Sounds;</b></p> <p>Phase 1/2/3 (Differentiated according to ability- Refer to separate weekly planning sheets)</p> <p>Tricky words</p>	<p><b>Geometry: Shape:</b></p> <p>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Describe the position, direction and movement of shapes including whole, half turns. Extend as necessary.</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p>To match adult animals with their young. Describe changes in familiar animals e.g. pets – dogs, cats.</p> <p>To make observations and comparisons of our heights. Practical measuring activity.</p> <p>To learn that we need to eat and drink to stay alive.</p>	<p><b>Music session:</b> Thursday am. (Refer to separate planning)</p> <p>Autumn art (Links made with Science seasonal changes)</p> <p>Paint Autumn trees.</p> <p>Leaf printing. Colour mixing to make 'Autumn' colours.</p> <p>Draw and label animals that hibernate during this season.</p>

	<p>to get better next half-term?</p> <p>Review how the children have settled into the class during the first half-term. Have they made new friends? What do they like about their new class?</p> <p><b>Forest School activities:</b></p> <p><b>R.E</b> :Hindu Festival of Lights: Divali- 30/10/16</p> <p>The story of Rama and Sita.</p>	<p>hot, cool, heart beating faster, puffed out, tired.</p> <p><b>P.E</b> Session with P.E Coach. (Weds am)</p>		<p>'How to keep our bodies healthy'. Introduce new vocabulary.</p>			<p>Discuss healthy eating.</p> <p><b>COMPUTING: Technology in our lives.</b> Research 'Signs of Autumn' season. Relate to Science: Seasonal Changes. Use an online Infant Encyclopaedia to find out about 'Autumn'.<b>(Multimedia):</b> To use the Fresco/paint program to create Autumn seasonal pictures.</p>	<p><b>Forest School activities:</b></p>
<p>8: 17/10/16 - 21/10/16</p> <p>Curriculum Day: Computing: 17/10/16</p> <p><b>Assessment week.</b></p> <p>Parents Day: 21/10/16.</p>	<p><b>Assembly Theme/R.E</b></p> <p>Hindu Festival of Lights: Divali- 30/10/16</p> <p>The story of Rama and Sita.</p>	<p><b>P.E</b> Session with P.E Coach. (Weds am)</p>	<p>To listen carefully to follow instructions.</p> <p>To describe differences between each other e.g. eye/hair colours, heights.</p>	<p><b>Talk for Writing:</b></p> <p><b>Fiction writing assessment.</b> Write a character description.</p> <p><b>Non-Fiction focus:</b> writing assessment.</p> <p>Write a list of facts based on a subject.</p> <p>Individual Reading/ Guided Reading.</p> <p>Share a book.</p>	<p>Phonics assessments/ word checks.</p>	<p><b>Maths:</b></p> <p>Collect numerical information and record it in tables and block graphs. (Hair/eye colours). Use the cubes to form a block graph. (Relate to Science Topic work)</p>	<p><b>Science Unit: Animals; including humans.</b></p> <p>To learn that there are differences between humans. Collect and organise data of children's eye colour, hair colour.</p> <p><b>COMPUTING:</b></p> <p>Curriculum Day: Monday 17/10/16: Theme: 'Marvellous Machines'.</p>	<p><b>Music</b> session: Thursday am. (Refer to separate planning)</p>

HALF-TERM: 22/10/16 - 30/10/16