

| Week                 | 1 wc 09.09.24   | 2 wc 16.09.24   | 3 wc 23.09.24<br>Reading workshops<br>Christmas Card making                    | 4 wc 30.09.24<br>Harvest festival<br>Book Fair   | 5 wc 07.10.24  | 6 wc 14.10.24   | 7 wc 21.10.24  |
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| <b>Wow</b>           | Find footprints leading into classroom – find pictures of human skeleton parts around the classroom that we can piece together. |   | Hidden animals around the grounds (pictures or cuddly toys)                    |  | Find the wrapped up book...or animal clues in bag.   |   |  |
| <b>Maths</b>         | Power Maths Unit 1: Numbers to 10   | Power Maths Unit 1: Numbers to 10   | Power Maths Unit 1: Numbers to 10<br>Unit 2: Part-whole within 10.             | Power Maths Unit 2: Part-whole within 10.<br>Unit 3: Addition and subtraction within 10.                 | Power Maths Unit 3: Addition and subtraction within 10.<br>Unit 4: Addition and subtraction within 10. | Power Maths Unit 4: Addition and subtraction within 10. | Power Maths Unit 4: Addition and subtraction within 10.                              |
| <b>English</b>       | <b>Dem-bones</b>  | <b>Barnaby's Local Area</b>   | <b>Non-Fiction Books</b>   | <b>Animals All Around</b>  | <b>The Ugly Five</b>   |   |  |
|                      | Label body parts. Write which body part helps us with our senses, e.g. Our nose helps us to smell.                              | Use shapes to draw house and label physical features. Write a sentence to describe the house. What does it look like? Where is it? What is in our town? Use a local map to support. | British animal fact files. Write clues around chosen British animal. Who am I? | Match the position words to the picture and describe where the animals are, e.g. the frog is on the log. | Animal rhyming strings.  | Create information fact file on learnt African animals. | Write sentences using 'and'. "I went to Africa and I saw a giraffe and an elephant". |
| <b>SPaG</b>          | It is good to look at a book.   | I have a bucket of popcorn.   | Milk is a good drink.  | I like to play in the sea.   | Pop the puppet in my pocket.   | I enjoy eating a heap of peas!                          | The forest has a track that leads to a train.  |
| <b>Little Wandle</b> | LW - Week 1   | LW – Week 2   | LW – Week 3  | LW – Week 4  | LW – Week 5  | Assessment Week   | Review lessons 1-5.  |

| Handwriting                                  | i, l   | j, t  | r, n   | h, m   | b, p   | k, r   | v,w   |
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| <b>Time for us/ Health and Relationships</b> | Establish learning, behaviour and classroom expectations.<br>Share baby photographs, discuss similarities and differences of physical attributes. Discuss their immediate family, who lives in their house?<br>Read 'All Kinds of families'. |   | Discuss 3 things that make me feel happy and safe. Talking partners.                       |  | Revisit Children's AUP.<br>Create class 'Helping Hand'.  | Follow lesson plans for drug and alcohol education for KS1.<br>Show children danger symbols on medicine bottles and that they shouldn't touch them. Highlight only a <b>trusted adult</b> should give them medicine. |   |
| <b>Science</b>                               | Explore body parts.<br>How we have changed since being babies<br><br><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i>                                   | Seasons - find a special tree in school to observe throughout the year - class photo each season.<br><br>Read Stick Man to discuss changing seasons.<br><br><i>Observe changes across the four seasons.</i> | Introduce British animals identified on knowledge organiser.<br>Describe their habitats.   | Share 'Animals All-Around' to introduce animal groups: mammals, birds, fish, reptiles, amphibians.<br>Describe characteristics of British animals.<br><br><i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</i> | Introduce Ugly Five African animals: hyena, lappet-faced vulture, marabou stork, warthog.<br>Include hippo and meerkat.<br>Identify and sort a variety of common animals into animal groups.<br><br><i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</i> | <i>Identify, name and sort a variety of animals that are carnivores, herbivores and omnivores.</i>   | Name the 5 animal groups.<br>Describe and compare their structures.<br><br><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).</i> |
|  | <b>Explorify:</b><br>Zoom in Zoom out – Pink and bumpy<br><br><b>Reach Out Reporter</b>  | <b>Explorify:</b><br>Odd One Out – Autumn leaves<br><br><b>Reach Out Reporter</b>   | <b>Explorify:</b><br>Zoom in Zoom out – Prickly and Spiky<br><br><b>Reach Out Reporter</b> | <b>Explorify:</b><br>Zoom in Zoom out – Light as air<br><br><b>Reach Out Reporter</b>  | <b>Explorify:</b><br>What's going on? – Nothing lives here...or does it?<br><br><b>Reach Out Reporter</b>  | <b>Explorify:</b><br>Listen, what can you hear? – Wild things<br><br><b>Reach Out Reporter</b>   | <b>Explorify:</b><br>Odd One Out – Savanna Sidekicks<br><br><b>Reach Out Reporter</b>   |

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| <p><b>Computing</b></p> | <p>Share Acceptable Use Policy. Identify who can keep us safe in school and at home.</p> <p>Discuss iPad rules and expectations.</p> <p><i>I know how to use technology safely and respectfully.</i></p>          | <p>Build a model of their house using construction materials. Take a picture of their model using the camera and add a caption using j2e software. For example, This is my house.</p> <p><i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> | <p>Read Core book: Webster's friend.</p> <p>Using j2e paint – draw a British animal.</p> <p><i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>I know about the dangers online.</i></p> |  | <p>Project Evolve: Self-Image and Identity.</p> <p>Activity: Helping Alex</p> <p><i>I know how to use technology safely and respectfully.</i></p>   | <p>J2E Paint – draw an African animal.</p> <p>Numbots</p> <p><i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> |   |
| <p><b>Art</b></p>       | <p>Build a body using pipe cleaners and foil in the style of Giacometti. Take photos of children in positions to inspire their figures pose.</p> <p><i>Explore how bodies and faces are portrayed in art.</i></p> | <p>Make a transient art stick man using natural resources.</p>   | <p>Make a clay hedgehog.</p> <p><i>Understand different techniques for using clay. E.g pinch pot and making a model with separate parts learning how to join clay.</i></p> <p><b>Cauliflower Cards</b></p>   | <p>Observational drawing of fruit and vegetables. Add shading with hatching and stippling.</p> <p><i>Explore cross mark making hatching, stippling.</i></p>    | <p>Create camouflaged skin pattern using pencil or wax crayon. Draw animal silhouette on black paper and add to artwork.</p> <p><i>Create artworks using repeated designs and motifs.</i></p> <p><i>Colour in neatly, following the lines very carefully.</i></p> | <p>Draw animal illustrations in the style of Rob Biddulph.</p> <p><i>Understand different styles/ genres of drawing and the function/ characteristics.</i></p>                         | <p>Success with scissors assessments.</p> |
| <p><b>D&amp;T</b></p>   | <p>Introduce construction area and creative workshop.</p> <p><i>Generate ideas by drawing on their own experiences.</i></p> <p><i>Use knowledge of existing products to</i></p>                                   |  |  | <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p><i>I know how to prepare food: fruit and vegetables</i></p> |   |  |   |

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|           | help<br>come up with ideas.   |  |   |  |   |  |  |
| Geography | Record daily weather on whole class weather diary. Reference the season.  |  |   |  |   |  |  |
|           |   | Explore maps of Derby and Chaddesden.<br>Where do I live in relation to school? Identify simple symbols such as a road, park, house, shop. Explore using Google maps.<br><br>I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Explore British wildlife.   |  |   | Explore Africa:<br>Identify Africa on a world map and globe.<br>Identify animals that live in Africa? Contrast habitats to British animals.<br>What is the weather like in Africa? Compare to the UK.<br>Share Lifesize book.<br><br>I will use world maps, atlases and globes to identify the continents at this key stage.<br><br>I will begin to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator. |  |
| History   | Develop Chronology through daily calendar: focus on day, date, month and year.  |  |   |  |   |  |  |
|           | Explore how we have we changed since being born. Share children's baby photographs from home.<br><br>To be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | Introduce Vivaldi. What is his occupation? Discuss the season Autumn.<br><br>I know about significant historical events, people and places in my own locality.   |   |  |   |  |  |
| RE        | Discuss groups to which children belong, including their families and school, what they enjoy about them  | Revisit 'The Good Samaritan'.<br>Discuss how our actions affect others (Morals).<br><br>Christianity   | What do Christians believe?<br><br>Talk about some simple ideas about Christian beliefs about God and Jesus (A1). | Harvest festival<br><br>Identify some ways Christians celebrate Harvest and some ways a festival is celebrated in another religion (A1). | What is Judaism?<br><br>I know who is Jewish and what they believe. | Judaism- Sukkot festival<br><br>Re-tell a story that shows what Jewish people at   | Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jewish people |

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|              | <p>and why they are important to them.</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> | <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p>  |   |   |  | <p>the festivals of Sukkot.</p> | <p>have this in their home? What words would children like to have displayed in their home?</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> |
| <b>Music</b> | <p>Learn Dem Bones.</p> <p>I know how to use my voice expressively and creatively by singing songs.</p>   | <p>Go on a listening walk around school and outside. Listen for high and low sounds.</p> <p>I know how to listen with concentration.</p> | <p>Learn simple songs: Hello, how are you. Bounce High, Bounce Low.</p> <p>I know how to use my voice expressively and creatively by singing songs.</p> | <p>Learn October hymn of the month:</p> <p>I know how to use my voice expressively and creatively by singing songs.</p> | <p>Read 'Tanka Tanka Skunk' to teach the difference between beat and rhythm. Create patterns using animal names, focus on maintaining a steady beat. Begin by using animal pictures.</p> <p>I know how to play untuned instruments musically using the interrelated dimension of pulse/beat, rhythm and pitch.</p> |                                 |   |