



Literacy

Reading (Whole Class reader and 1:1):

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Genres:

Labels, lists and signs

Messages and captions

Focus text: Funny Bones by Allan Ahlberg

Additional texts:

Autumn is here! Heidi Gray (Fiction)

In Every House on Every Street Jess Hitchman (Fiction)

Our Tower Joseph Coelho and Richard Johnson (Fiction)

The Kindest Red: A Story of Hijab and Friendship Ibtihaj Muhammad and Hatem Aly (Fiction)
Fantastically Great Women Who Saved the Planet Kate Pankhurst (Non Fiction)
Discover Doncaster! History and Geography for Kids (Non Fiction)
Leaflets about Doncaster (Non Fiction)
A Place Sara Fox (Poetry)
Dad and the Cat and the Tree Kit Wright (Poetry)
People Need People Benjamin Zephaniah and Nila Aye (Poetry)
Where my Wellies take me Michael Morpurgo (Poetry)

Journey 1:

Genre: Labels, lists and signs

Purpose: Labelling a local area map

Audience: Local community

Primary Focus:

Forming set 1 letter family correctly

Writing set 1 letter family in words

Forming set 2 letter family correctly

Writing set 2 letter family in words

Forming capital letters correctly

Immerse

- To explore the story Funny Bones focusing on setting
- To create own funny bones houses
- To discuss how we created Funny bones houses
- Matching words to material

Analysis

To explore lists including misconceptions

- Letter formation
- Finger Spaces
- Fred Talk - what is it?

Skills

- To label the different materials
- Word writing (sounding out)
- To label our house

Write

Writing a list to instruct others what is needed for our model house

Review/ Edit

Partner work- checking and improving

Focus Text: Here we Are by Oliver Jeffers

Journey 2:

Genre: Messages and Captions

Audience: Residents of Balby

Purpose: Create posters about our planet for the wider community

Immerse

Walk around the local area (focus on how to improve)

Exploring Here we are by Oliver Jeffers

Analysis

Explore a range of posters

Explore different simple sentences and captions

Skill

What makes a simple sentence

Focus: Capital letters, fingers spaces, sounding out, full stop.

Plan

Shared ideas/ plan using Talk 4 writing

Write

Writing simple sentences/ captions for our posters

Review/ Edit

Exploring steps to check our own work

Class editing for improvement

Writing Non-Negotiables:

- Children will hold their pencil correctly in their most dominant hand.
- Sit at the tables ready to write, demonstrating positive posture.
- Form most letters correctly, starting and finishing in the correct place.
- Use known phonics sounds in their writing and use phonics strategy's to help them write words.

Maths	<u>Numbers to 10</u> • Sort, count and represent objects • Recognise numbers as words • Count on from any number • One more • Count backwards within ten • One less • Compare groups by matching • Fewer more same • Compare numbers • Order objects and numbers • The number line
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	<u>Addition and Subtraction within Ten</u> • Introduce parts and wholes • Part whole model • Write number sentences • Fact families- addition facts • Number bonds within 10 <u>Shape and Patterns</u> • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Line of symmetry on shapes • Use lines of symmetry to complete shapes • Systematic number bonds within 10 • Number bonds to ten • Addition- add together • Addition add more • Find a part • Subtract find a part • Fact families- the eight facts • Subtraction- take away • Subtraction on a number line • Add or subtract 1 or 2 <i>Count in multiples of 2s, 5s, and 10s</i>
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Science	<u>Everyday Materials</u> • What are materials? • Which materials are different objects made from? • What are the properties of different materials? • What other properties can materials have? • Which materials should we use to make objects? • Can we use properties to group, compare and sort objects?
	<u>Children will work scientifically in this unit by:</u> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
History	History is the focus next half term.
Geography	<u>Our Local Area</u> • Where do we go to school and what is it like there? • What is it like to live in our local area? • What is special about our local area? • Where do people live and work in our local area? • Can we map our local area?

	• What would we change about our local area?
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Art	Art is the focus next half term.
Design Technology	Mechanisms: Matching slider game • Mechanisms and movement • Exploring sliders • Designing a slider game • Making a slider game • Finishing a slider game
Computing	Algorithm • Read a set of instructions and predict the outcome • Produce instructions using language others can follow • Understand that computers follow instructions in a precise way
PE	Ball Skills I know how to catch a ball with two hands. I know how to dribble with a ball with my hands and feet. I know what tactics are. I know how to roll and throw a ball, beanbag or object accurately. I know what success is.

	I know how to track a ball coming towards me. I know how to work as part of a team.		
RE			
	Ways of Knowing	RED	Success Criteria
	Understand 	Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form	- I know that the Genesis creation story is a very old and very important story for Christians. - I know that the story of creation is a type of story poem that shows us some truths. - I know the story of creation shows us that God created everything. - I can retell the story of creation in order with detail of what was created on each day.
	Discern 	Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.	- I know that the story of creation has inspired many artists to try to imagine the story through art. - I can say what I think about these artworks. - I can begin to say how an artwork helps me to think about the story of creation.
Respond 	Reflecting on different ways to pray	I can think about some of the different ways to pray.	

Music	<u>Pulse and Rhythm: All About Me</u> Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.
RSE	Let the Children Come I am Unique
Immersive Events/Visits/Visitors etc	Library visit Visit from local councillor Walk around the local area.