



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

### Numbers to 10

- Represent, compare and explore numbers within 10
- •One more and one less
- •Doubling and halving

### Addition and Subtraction within Ten

- Represent and explain addition and subtraction
- Commutativity
- Addition and subtraction facts

### Shape and Patterns

- Identify, describe, sort and classify 2-D and 3-D shapes
- Investigate repeating patterns
- Use and follow instructional and positional language

Count in multiples of 2s, 5s, and 10s

Science	<p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>• What are materials?</li> <li>• Which materials are different objects made from?</li> <li>• What are the properties of different materials?</li> <li>• What other properties can materials have?</li> <li>• Which materials should we use to make objects?</li> <li>• Can we use properties to group, compare and sort objects?</li> </ul>
	<p><b><u>Children will work scientifically in this unit by:</u></b></p> <p>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</p>
History	History is the focus next half term.
Geography	<p><b><u>Our Local Area</u></b></p> <ul style="list-style-type: none"> <li>• Where do we go to school and what is it like there?</li> <li>• What is it like to live in our local area?</li> <li>• What is special about our local area?</li> <li>• Where do people live and work in our local area?</li> <li>• Can we map our local area?</li> </ul>

	<ul style="list-style-type: none"> <li>• What would we change about our local area?</li> </ul>
Art	Art is the focus next half term.
Design Technology	<p><b>Structures: Constructing a Windmill</b></p> <ul style="list-style-type: none"> <li>• Identify some features that would appeal to the client (a mouse) and create a suitable design.</li> <li>• Explain how their design appeals to the mouse.</li> <li>• • Make stable structures, which will eventually support the turbine, out of card, tape and glue.</li> <li>• Make functioning turbines and axles that are assembled into the main supporting structure.</li> <li>• Say what is good about their windmill and what they could do better</li> </ul>
Computing	<p><b>Algorithm</b></p> <ul style="list-style-type: none"> <li>• Read a set of instructions and predict the outcome</li> <li>• Produce instructions using language others can follow</li> <li>• Understand that computers follow instructions in a precise way</li> </ul>
PE	<p><b>Ball Skills</b></p> <p>I know how to catch a ball with two hands.</p> <p>I know how to dribble with a ball with my hands and feet.</p> <p>I know what tactics are.</p> <p>I know how to roll and throw a ball, beanbag or object accurately.</p> <p>I know what success is.</p>

	<p>I know how to track a ball coming towards me. I know how to work as part of a team.</p>
RE	<p><b><u>Families</u></b> How do different families show love and care for each other? What stories tell us that God loves us? What can we learn about God's love from the Bible and how He takes care of everyone? How is my family like Jesus' and why do I know that God loves and cares for me too?</p> <p><b><u>Belonging</u></b> Which different groups do we belong to? How is Baptism an invitation to join God's family? What are the different elements of Baptism? What are the roles of Godparents and Parents during a Baptism?</p>
Music	<p><b><u>Pulse and Rhythm: All About Me</u></b></p> <ul style="list-style-type: none"> <li>Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</li> </ul>
RSE	<p>Let the Children Come I am Unique</p>
Immersive Events/Visits/Visitors etc	<p><b>Library visit</b> <b>Visit from local councillor</b> <b>Walk around the local area.</b></p>