



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:

Retelling a Narrative

Retelling a story with a new setting

Retelling a story with a new character

Focus text: Traction Man

Journey 1:

Genre: Narrative retell

Purpose: Retelling a story to a group of children

Audience: Children in Reception.

SPaG

How the prefix un- changes the meaning of adjectives [unkind, unhappy]

Capital I for the personal pronoun

Capital letters, full stops, question marks, exclamation marks to demarcate sentences.

Immerse

Exploring new vocabulary

Exploring the story of Traction man

Retelling the story verbally in a small group using role play.

Creating a story map to retell the story- focus beginning, middle and end.

Analysis

Analysing Traction Man text

Skills

Using appropriate adjectives for description

Capital letters and full stops.

Capital letter for names.

The prefix -un

Write

Writing a 5 part retell of the story.

Review/ Edit

Partner work- checking and improving

Journey 2:

Genre: Narrative: New problem/ New character

Audience: A child in FS2

Purpose: To be able to share a story to others which they want to read again.

Immerse

Analysis

Skill

Plan

Write

Review/ Edit

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

Unit 4: Numbers to 20

Pupils will learn...

- To count from one to 19 and match concrete, pictorial and abstract representations of these numbers.
- To identify numbers to 20 by counting ten and then counting on
- To position numbers to 20 on a number line
- To identify one more and one less than a number within 20
- To use concrete representations to compare numbers 11 to 20
- To compare and order three or more numbers within 20
- To identify and continue number patterns, adding and subtracting one and two
- To find double any number to ten and half of any even number within 20
- To understand even and odd as 'fair' and 'unfair' numbers

Pupils will learn...

- To add by counting on using a number line or number track
- To subtract by counting back using a number line or number track
- To add a 1-digit number to a teen number using a known fact
- To subtract a 1-digit number from a teen number using a known fact
- To use the 'Make ten' strategy to add two 1-digit numbers
- To use the 'Make ten' strategy to add two 1-digit numbers
- To use the 'Make ten' strategy to subtract a 1-digit number from a teen number
- To use the 'Make ten' strategy to subtract a 1-digit number from a teen number
- To use mathematical models and strategies for addition and subtraction

Science	<p><u>Autumn and Winter</u></p> <p>Pupils will know and understand...</p> <ul style="list-style-type: none">• There are four seasons in the year.• The seasons are autumn, winter, spring, and summer.• There are different months in each season.• We can use symbols to show what the weather is like.• Weather forecasts tell us what the weather is going to be like.• In autumn, it gets colder and the weather can be sunny, cloudy, windy, and rainy.• In autumn, we need to wear clothes that keep us warm.• In autumn, we can see many changes in the world around us.• Leaves change colour and fall from the trees.• We can see lots of berries and nuts.• Some birds migrate to warmer places, and some animals store food for the winter.• The temperature gets colder from autumn to winter.• Some trees lose their leaves and become bare.

	<ul style="list-style-type: none">• The days get 'shorter', meaning that in winter we get fewer hours of daylight during our usual 24-hour day.• In winter, the weather gets much colder.• It sometimes snows in winter, but not always.• We need to wear warm clothes in winter, to keep ourselves warm.• In winter, some animals change the way they act.• Some animals hibernate for the winter.• Some animals stay near their homes.• Some animals are still active in winter. <p>Pupils will learn...</p> <ul style="list-style-type: none">• What are the four seasons?• What is the weather like in autumn?• What happens to plants and animals in autumn?• How does the weather change from autumn to winter?• What is the weather like in winter?• What happens to animals in winter?
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History	<p><u>Toys over time</u> Pupils will know and understand...</p> <ul style="list-style-type: none">• There are different types of toys.

	<ul style="list-style-type: none"> • Toys can be grouped into categories depending on their characteristics. • Characteristics describe what something is like. • Toys look and feel different. • Toys can be described using adjectives. • Toys from the past were different from toys today. • There are similarities and differences between old and modern (new) toys. • Old toys were often made from wood. Modern toys tend to be made from plastic. • Old toys were mechanical or moved by hand. Modern toys tend to use batteries. • Chronological is the order in which things happened, from oldest to newest. • A timeline shows chronological order. • Some toys have always been popular but have changed over time. • Museum exhibits are labelled to give key information to the public. • Toy exhibits can be displayed chronologically on a timeline. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • What different types of toys are there? • Can I describe my favourite toy? • Which toys did our grown-ups play with? • How do we know that some toys are from the past? • How are toys today different from toys in the past? • Can we put toys in order
Geography	History is the focus this half term.

Art	Design and Technology is the focus next half term.
Design Technology	Not this half term

<p>Computing</p>	<p><u>Iwrite</u></p> <ul style="list-style-type: none"> • Enter simple sentences using a keyboard • Use a mouse to point, click and drag objects around a screen • Use a mouse to select icons and items • Print work • Save work • Navigate a website using buttons
<p>PE</p>	<p><u>Dance</u></p> <p>Pupils will know and understand...</p> <ul style="list-style-type: none"> • To know what counts are. • To know how to copy, remember and repeat actions. • To know how to move around safely. • To know how to use different body parts in isolation and together. <ul style="list-style-type: none"> • To know how to work with others. • To know what actions to use when moving. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • To beginning to use counts. • To copy, remember and repeat actions. • To move confidently and safely. • To use different parts of the body in isolation and together. • To work with others to share ideas and select actions. • To choose appropriate movements for different dance ide
<p>RE</p>	<p><u>Special People</u></p> <p><u>Prayer at Home</u></p>

Music	Not this half tem
RSE	<p><u>Girls and Boys</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • That our bodies are good • The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia) • That girls and boys have been created by God to be both similar and different, together making up the richness of the human family <p><u>Clean and Healthy (My Body)</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating • The importance of sleep, rest and recreation for our health • How to maintain personal hygiene
Immersive Events/Visits/Vistors etc	Pantomime visit Christmas services Nativity Performance Toys through time workshop