

English

National Curriculum Links

Speaking and listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- maintain attention and participate actively in conversations.

Reading

Pupils should be taught to:

- read and understand a simple sentence (RtP)
- use Set 1 sounds to decode green words and read them aloud accurately (RtP)
- begin to use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)
- show understanding of the books they read by talking and answering questions about them (RtP)
- respond speedily to match graphemes for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read aloud accurately books that are consistent with their developing phonic knowledge.

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done
- participate in discussion about what is read to them, taking turns and listening to what others say.

Writing

Pupils should be taught to:

- use Set 1 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- write red words from Red Word Walls 1 and 2 (RtP)
- write a simple caption or sentence that can be read by others with growing independence (RtP)
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- spell: words containing each of the 40+ phonemes already taught; common exception words
- name the letters of the alphabet in order
- form capital letters and digits.

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using spaces, capital letters and full stops.

Possible Stories

The Scarecrows' Wedding, Stick Man, The Gunpowder Plot and Guy Fawkes, The story of Rama and Sita, The Jolly Postman, Christmas story, Owl Babies.

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide English recovery curriculum.

Maths

National Curriculum Links

Number: Place Value

Pupils should be taught to:

- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number 0 to 20
- count, read and write numbers backwards from any number 0 to 20
- sort, count and represent objects up to 10 objects
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than.

Number: Addition and Subtraction (continued from Autumn 1 due to extra focus on place value)

Pupils should be taught to:

- show understanding of how numbers can be partitioned by the part whole model (RtP)
- identify and tell number stories for numbers up to 10 (RtP)
- partition a number into two or more parts
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- use addition fact families to represent different ways of showing a number sentence
- represent and use number bonds to 10
- compare number bonds
- use a part whole model to add together two single-digit numbers within 10
- use concrete and pictorial representations to count on from a given number within 10
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Geometry: Properties of Shapes

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes: rectangles, squares, circles and triangles
 - 3-D shapes: cuboids, cubes, pyramids and spheres

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide Maths recovery curriculum.



Feel like celebrating!



Plum Class
Autumn 2



History

The Gunpowder Plot

National Curriculum Links

Pupils should be taught:

- events beyond living memory that are significant nationally (the Gunpowder Plot)
- the lives of significant individuals in the past (Guy Fawkes)

Learning Outcomes

Children will:

- ask and answer questions, choosing and using parts of stories and other sources to show that they understand key features of the events of the Gunpowder Plot, and the significance of Guy Fawkes
- respond creatively to the story
- explain the link between the Gunpowder Plot and Bonfire Night
- celebrate **Parliament Week** (1st – 7th Nov).

Music

Charanga – Ho, Ho, Ho and Nativity performance

National Curriculum Links

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of music
- play tuned and untuned instruments musically.

Learning Outcomes

Children will:

- listen to and appraise music
- learn about pulse, rhythm and pitch, focusing on keeping the 'beat'
- learn to sing and play instruments to songs
- experiment with the inter-related dimensions of music.

Physical Education

Fundamental movements/multi-skills - NUF (Fridays am) and teacher-led session (Thursday am).

National Curriculum Links

Pupils should be taught to:

- master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.

P.S.H.E.

Celebrating Difference (antibullying week-15th November)

Pupils should be taught to:

- respect the differences between others' families and know that other children's families are also characterised by love and care.
- the importance of friendships in making us feel happy and secure

Learning Outcomes

Children will:

- identify similarities and differences between people in my class
- be able to recognise bullying
- learn how to help if someone is being bullied
- celebrate their own differences from their friends.

Firework safety: learn the Firework Code.

Art

Wassily Kandinsky

National Curriculum Links

Pupils should be taught to:

- develop a wide range of art and design techniques
- use drawing and painting to develop and share their ideas, experiences and imagination
- describe the work of Wassily Kandinsky

Learning Outcomes

Children will:

- explore Kandinsky's work and the idea that he painted according to feeling as well as what he saw
- experiment with colour mixing to create different shades of colour
- recreate Kandinsky paintings
- create paintings in response to music.

Computing

Computer skills, staying safe online, digital art

National Curriculum Links

Pupils should be taught to use technology:

- to create, organise, store, manipulate and retrieve digital content
- safely and respectfully, keeping personal information private.

Learning Outcomes

Children will:

- log on and off independently and practise basic computing skills
- learn about SID's Top Tips for staying safe online
- use software to create digital art.

Science

Plants and Seasonal Changes and the UN Climate Change Conference (COP26)

National Curriculum Links

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- identify and name some common wild and garden plants.
- name parts of a plant.

Learning Outcomes

Children will:

- observe how different plants grow in the school environment (over the course of the year)
- make tables and charts about the weather.
- Explore ways to look after our planet.



RE

Festivals & Celebrations

Pupils should be taught:

- why religious people have festivals and recognise that there are many ways to celebrate
- to find out about and explore the festivals of:
 - **Diwali**
 - Diwali is a happy occasion celebrated by Hindus
 - Diwali involves special events, artefacts and traditions.
 - **Hannukah**
 - Hannukah is a Jewish festival involving special events, artefacts and traditions.
 - **Advent and Christmas**
 - Christmas is important to Christians because it celebrates the birth of Jesus
 - Christmas is a special, happy time of the year involving special stories, events, artefacts and traditions
 - the bible is a source for information about Jesus' birth

Learning Outcomes

Children will:

- listen to and retell stories related to these celebrations and festivals
- learn about the traditions involved through participating in creative activities.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum
- Using appropriate features when writing in different styles across topic areas
- Using their speech and language skills to question, discuss and explain their thinking
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing about famous people from history, such as Guy Fawkes.*
- *Writing a letter to characters in books.*

Mastering Maths

Opportunities for children to develop deep learning:

Science:

- Measure and record the growth of plants

RE

- Selecting suitable shapes according to their properties when making a Rangoli pattern

Investigation Possibilities

Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

RE

- Build a bridge to get to Rama and Sita

Philosophy for Children

- Why do Christians believe God gave Jesus to the world?
- Why do people celebrate?

Opportunities for Outdoor Learning

Science

- Identifying plants in our school environment.
- Looking for signs of seasonal change.

Art

- create firework pictures and Rangoli patterns using natural resources.

