

English

National Curriculum Links

Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (Set 1 and 2 RWI) for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read words containing –s, -es, -ing, -ed, -er and –est endings
- read words with contractions (e.g. I'm, I'll, we'll) and understand the apostrophe represents the omitted letter(s)
- 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 at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read 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.

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- 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.

Explain clearly their understanding of what is read to them.

Writing

Pupils should be taught to:

- 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
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order

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
- leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop, question/exclamation mark.

Possible Stories

Guy Fawkes, Stick Man, Owl's Night, The Little Match Girl, Rama and Sita, Christmas story, Owl Babies.

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 to at least 100 in numerals
- count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- use the language of: equal to, more than, less than, fewer, most, least
- read and write numbers from 1 to 20 in numerals and words.

Number: Addition and Subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

Science

Plants and Seasonal Changes

National Curriculum Links

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Learning Outcomes

Children will:

- identify and name some common wild and garden plants.
- name parts of a plant.
- observe how different plants grow in the school environment (over the course of the year)
- make tables and charts about the weather.



Geography

Around the World (The Oceans & Continents; The UK)

National Curriculum Links:

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the world's seven continents and five oceans
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

Learning Outcomes

Children will:

- use maps with growing confidence to locate the United Kingdom, its countries and their capital cities; and the continents and oceans of the world
- research a continent, using the information to create a fact file (countries, famous physical features, famous landmarks etc)
- use positional language and the four points of the compass.

Music

Charanga - Rhythm in the Way We Walk and Banana Rap

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
- learn to sing and play instruments to songs
- experiment with the inter-related dimensions of music.

Physical Education

Rugby & Core Skills with 'Bear' Gilroy

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.

Rugby coaching – basic skills (grip, passing, movement, communication) and developing team work.

P.S.H.E.

Celebrating Differences

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.

History

National Curriculum Links

Pupils should be taught to:

- 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.

Art & Design

Sparkles & Stars

National Curriculum Links

Pupils should be taught to:

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to use a range of materials creatively to design and make products.

Learning Outcomes

Children will:

- make artwork inspired by fireworks and festivals they are learning about
- make Rangoli patterns using a variety of media and materials
- make Christmas cards and decorations.

Computing

Computer skills, staying safe online, and digital art (Sparkles and Stars).

National Curriculum Links

Pupils should be taught to:

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

Learning Outcomes

Children will:

- log on and off independently
- practise basic computing skills
- learn about SID's Top Tips for staying safe online through the story of Lee & Kim.

RE

Festivals & Celebrations

Pupils should be taught to:

- why religious people have festivals and recognise that there are many ways to celebrate
- 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:

- *Questioning and reasoning about predictions in science.*
- *Diary of Guy Fawkes (history).*
- *Writing letters from Guy Fawkes and/or Sita.*

Mastering Maths

Opportunities for children to develop deep learning:

Science:

- Measure and record the growth of plants.
- Discuss and compare the time taken for bulbs to grow.

History

- Placing historical events on a timeline (Guy Fawkes)

RE:

- Naming and describing shapes when creating Rangoli Patterns.
- Selecting suitable shapes according to their properties and explain their reasoning.

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?

Philosophy for Children

Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

History

- Why are people sometimes persecuted for what they believe in?

PSHE

- What is bullying? (Stimulus – Jerry's Cousin & "Bird on the Wire")

Opportunities for Outdoor Learning

Science:

- Planting bulbs in the outdoor environment.
- Looking for signs of winter.

RE:

- Making Rangoli patterns with natural materials.

English:

- Outdoor grammar hunt.



Sparkles & Stars

Ash Class
Autumn 2

