

## English

### National Curriculum Links

#### Reading Comprehension

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

- Discussing the sequence of events in books and how items of information are related.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

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

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Answering and asking questions.

Participate in discussions about books, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other materials.

#### Writing

Consider what they are going to write before beginning by:

- Saying out loud what they are going to write about.
- Writing down key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

Learning how to use familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks and commas for lists).

Write sentences with different forms: statements, questions, exclamations and commands.

Learn to spell common exception words.

Add suffixes to spell longer words.

#### Possible Stories

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

## RE

### Festivals & Celebrations

- To know why religious people have festivals and recognise that there are many ways to celebrate.
- Find out about and explore the festivals of:

#### ○ Diwali

- To know that Diwali is a happy occasion celebrated by Hindus.
- To know that Diwali involves special events, artefacts and traditions.

#### ○ Hannukah

- 

#### ○ Advent and Christmas

- To know that Christmas is important to Christians because it celebrates the birth of Jesus.
- To know that Christmas is a special, happy time of the year involving special stories, events, artefacts and traditions.

- To know that the bible is the 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.

## Maths

### National Curriculum Links

#### Number: Addition and Subtraction

- CC (Addition and subtraction within 20)

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

#### Measurement: Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

## Science

### Plants CC (Sc1)

#### National Curriculum Links

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### Learning Outcomes

Children will:

- Identify and name some common wild and garden plants.
- Compare and contrast seeds and bulbs.
- Observe how different plants grow in the school environment (over the course of the year).
- Record the growth of plants as they change over time.
- Investigate the requirements for germination.
- Investigate what plants need to grow and stay healthy.
- Be introduced to the process of reproduction in plants.



## Geography

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

#### CC (Let's Explore – Map Skills)

##### National Curriculum Links:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.

##### Learning Outcomes

Children will:

- Use maps with growing confidence.
- Use maps to locate the United Kingdom, its countries and their capital cities.
- Use maps to locate the continents of the world.
- Research a continent, using the information to create a fact file (countries, famous physical features, famous landmarks etc).
- Use maps to locate the oceans of the world (Pacific, Atlantic, Arctic, Southern and Indian) as well as some seas (North Sea, English Channel).
- Use positional language and the four points of the compass.

## Music

### CC (Friendship Song & Blame it on the Boogie)

##### National Curriculum Links

- Children will use these interrelated dimensions of music – pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure
- Listen to and appraise a range of music
- Sing, play instruments, improvise and compose

##### Learning Outcomes

Children will:

- Listen to and appraise music.
- Learn about pulse, rhythm and pitch.
- Learn to sing the songs. \*
- Play instruments with the songs.
- Improvise with the songs.
- Compose with the songs.
- Perform their compositions.

\* (Singing outdoors or in well-ventilated room with distancing)

## P.S.H.E.

### Celebrating Differences

Pupils should be taught to:

- Understand that sometimes people make assumptions (stereotypes).
- Understand that bullying is sometimes about difference.
- Recognise what is right and wrong.
- Stand up for themselves.
- Understand that it is OK to be different from other people and still be friends.
- Understand that differences make us special and unique.

##### Learning Outcomes

Children will:

- Discuss similarities and differences.
- Look at ways to include others when working and playing.
- Learn how to help if someone is being bullied.
- Look at different ways to solve problems.
- Learn the importance of using kind words.
- Know how to give and receive compliments.
- Participate in Anti-Bullying Week.

**Firework safety:** Watch a firework video and learn the Firework Code.

## History

##### National Curriculum Links

- The life of Guy Fawkes as a significant individual from the past
- The events that led up to the gunpowder plot
- Where this period in history fits in relation to the life of Grace Darling and the present day.

##### Learning Outcomes

Children will:

- Use books, the internet and information from trusted adults to find out about the life of Guy Fawkes and the events of the gunpowder plot. Discuss the Houses of Parliament. How have they changed over time?
- Make a creative response to the story that demonstrates the new knowledge acquired.

## 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.

## Art & Design

### Sparkles & Stars

##### National Curriculum Links

To use line, colour, shape and space, form and pattern

To use a range of materials to work creatively

##### Learning Outcomes

Children will:

- Work with various media, including digital art packages, to make artwork inspired by fireworks and the festivals they are learning about.
- Make Christmas cards and decorations, and calendars in preparation for the new year.
- Make Rangoli Patterns both indoors and outdoors, using a variety of media.

## Computing

### Digital Art (Sparkles and Stars)

##### National Curriculum Links

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

##### Learning Outcomes

Children will:

- Use art packages to create firework pictures and Rangoli patterns.
- Use art packages to create calendars.
- Learn about SID's Top Tips for staying safe online through the story of Lee & Kim.



## 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).*

## 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

### CC (Sc1)

#### 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.

