

FIRST HALF TERM						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>ENGLISH</b>	<b>Holiday writing and class rules</b>  To compose a sentence orally before writing it.	<b>On the Way Home – Jill Murphy</b>  To discuss word meanings.  To recognise and join in with predictable phrases.  To use role play to develop story language.	<b>On the Way Home – Jill Murphy</b>  To create their own version of a book.  To sequence ideas in writing.	<b>Peace at last – Jill Murphy</b>  To recognise and join in with predictable phrases.  To begin to use an exclamation mark or question mark in our writing.	<b>Peace at last – Jill Murphy</b>  To sequence sentences to form short narratives.  To use a capital letter for I	<b>Autumn poems</b>  To learn to appreciate rhymes and poems, reciting some by heart.  To sequence ideas in writing.  To use knowledge of phonics to spell simple words.
<b>MATHS</b>	<b>Number and Place Value</b>  To understand that a teen number is made up of a ten and some ones.	<b>Number and Place Value</b>  Count to 20 forwards and backwards, starting from 0,1 or any given number.	<b>Number and Place Value</b>  Count, read and write numbers to 20 in numerals and words.	<b>Number and Place Value</b>  Use a number line to represent numbers.  To count in multiples of 2.  To identify one more or less.	<b>Calculations</b>  To represent and use number bonds and related subtraction facts within 10.	<b>Calculations</b>  To represent and use number bonds and related subtraction facts within 10.
<b>SCIENCE</b>	To identify, name, draw and label parts	To say which part of the body is associated with	To say which part of the body is associated with each sense –hearing .	To say which part of the body is associated with each sense – smell.	To say which part of the body is associated with	To understand seasonal change linked to autumn.

	of a human body.	each sense – sight.  To make simple predictions.To carry out simple tests.	To observe closely.	To gather and record data to help in answering questions.	each sense – taste. To make simple predictions. To observe closely.	
<b>THEMATIC CURRICULUM</b>	Discuss topic - Ourselves.  What do we already know/want to find out?	<b>History</b>  To find out about the lives of significant individuals – Louis Braille  <b>Art</b>  To observe and match skin tone and face shape for portraits.	<b>Geography</b>  To use world maps and globes to identify the United Kingdom and its countries.  <b>Art</b>  To use a range of materials creatively – portraits.	<b>Geography</b>  To identify key features of the local area and use correct geographical language.  To devise a simple map  <b>History</b>  To use different sources to identify changes in our local area.	<b>DT</b>  To develop and communicate their ideas through talk and drawing.  To select from and use a range of equipment and materials – 3D map of local area.	<b>Art</b>  To look at the work of a famous artist and make links to their own work – Giuseppe Arcimboldo.  <b>Geography</b>  To identify seasonal and daily weather patterns in the UK.
<b>COMPUTING</b>	Recognise common uses of information technology beyond school – to understand what a computer is.	Recognise common uses of information technology beyond school - to understand how computers are used in the world around us.	Recognise common uses of information technology beyond school – understand how people use the internet and why.	Recognise common uses of information technology beyond school – understand how people use the internet and why.	To develop awareness of e-safety	To develop awareness of e-safety
<b>R.E.</b>	What does it mean to be thankful?  To recognise what	To be thankful for our talents.  Why should we be	To identify people at school we should be grateful to and why.	To understand there are many ways in which we can thank God.	To understand the Christian festival of Harvest.	To find out about the Jewish festival of Sukkot and it's

	we should be thankful for – home and school.	thankful for our talents?				similarities to Harvest.
<b>PSHE/SEAL</b>	Class rules and playground rules	Developing good attitudes to learning – introducing the learning animals.	Making choices – I know some ways to solve a problem.	Understanding the importance of having good manners.	Healthy eating	Healthy eating
<b>P.E. AND GAMES</b>	<b>Games</b>  To travel holding a ball using the space safely.  To roll the ball to hit a target.	<b>Games</b>  To travel holding a ball using the space safely, changing hands.  To send the ball into a hoop and retrieve it.	<b>Games</b>  To receive equipment with hands from a partner.	<b>Games</b>  To travel with a partner; to catch/gather a bouncing ball; to dribble the ball	<b>Games</b>  To send a ball up with 1 hand, bounce and retrieve	<b>Games</b>  To receive the ball from partner with bounces.
<b>MUSIC</b>	Keep the pulse and play untuned percussion in time with each other.	Copy a rhythm and play together with instruments at the same time.	Play a repeated rhythm in a pattern/sequence.	Play a sequence of rhythms using actions and played on different body parts.	Move and play rhythms in time with a partner and the group	Perform rhythms in time with a partner and the group.
<b>SECOND HALF TERM</b>						
	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>
<b>ENGLISH</b>	<b>Whatever Next – Jill Murphy</b>  To retell stories, ordering events, using story language.	<b>Man on the Moon – Simon Bartram</b>  Discuss the significance of title and events. To sequence ideas in writing.	<b>Man on the Moon – Simon Bartram</b>  Begin to punctuate sentences using a capital letter and full stop.	<b>Moon Day!</b>  To order events for a recount.  To add the suffix –ed to a word when the root	<b>Beegu -Alexis Deacon</b>  To make inferences on the basis of what is being said and done.	<b>Beegu -Alexis Deacon</b>  To compose a sentence orally before writing it.To use spelling rules

	To join ideas using 'and'.			word does not change.	To ask relevant questions to extend their understanding and knowledge.	including digraphs and trigraphs.
<b>MATHS</b>	<b>2D and 3D shape</b> To recognise and name common 2D and 3D shapes.  To describe position, direction and movement including whole, half, quarter and three quarter turns.	<b>Addition</b> To add numbers within 10 using number bonds. To solve addition picture problems.	<b>Addition and Subtraction</b> To subtract within 10 by crossing out or using number bonds, To make subtraction stories. To complete missing number sentences.	<b>Number and Place Value</b>  To count in multiples of 2s and 5s.  To understand odd and even numbers.	<b>Calculations – number bonds</b> To add numbers within 20 using number bonds  To understand families of addition and subtraction facts within 20.	<b>Addition and subtraction</b>  To apply understanding of addition and subtraction to worded questions.
<b>SCIENCE</b>	To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.	To ask simple questions and recognise they can be answered in different ways in the context of generating criteria for sorting animals.	To describe and compare the structure of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.	To describe and compare the structure of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.	To understand the difference between carnivores, omnivores and herbivores.	Recap and review of topic.
<b>THEMATIC CURRICULUM</b>	<b>Geography</b> To find out about the local area (link to Crystal Palace football club trip).  <b>History</b> To identify how the local area has changed.	<b>Geography/ History</b>  Trip to Crystal Palace football club.	<b>Art</b> To use a range of materials creatively to make products (link to moon and aliens).	<b>Art</b> To look at the work of a famous artist and make links to their own work –Keith Haring.	Christmas activities	Christmas activities
<b>COMPUTING</b>	To understand what an algorithm is.	To create an algorithm.	To program a digital device.	To program a digital device.	To record a program.	To predict the behaviour of a simple

						program.
<b>R.E.</b>	To understand that Christians believe in one God.	To understand that Christians believe that Jesus is the son of God and that what it says about Jesus in the bible tells us about him.	To know how and where Christians worship together.	To find out about the Holy book that Christians follow.	To know the main events of the Christmas story.	To know some of the ways in which Christmas is celebrated.
<b>PSHE/SEAL</b>	Friendship – I can tell you what being a good friend means to me.	Working together – I can work well in a group.	Friendship – I can listen well to other people when they are talking.	Managing feelings – I know when I am starting to feel angry. I know some ways to calm down.	Staying safe	Staying safe
<b>P.E AND GAMES</b>	<b>Gymnastics</b> Travelling and taking weight on large and small body parts.	<b>Gymnastics</b> Travelling and taking weight on large and small body parts.	<b>Gymnastics</b> Travelling and taking weight on large and small body parts.	<b>Gymnastics</b> Travelling and taking weight on large and small body parts.	<b>Gymnastics</b> Travelling and taking weight on large and small body parts.	<b>Gymnastics</b> Travelling and taking weight on large and small body parts.
<b>MUSIC</b>	Know how to ring and stop a bell.	Develop our skills of bell ringing and play in a group.	Follow a conductor and play a new instrument in a group.	Follow a graphic score to help play a piece of music.	Follow a score and a conductor to play a piece in a group.	<b>Christmas production</b>