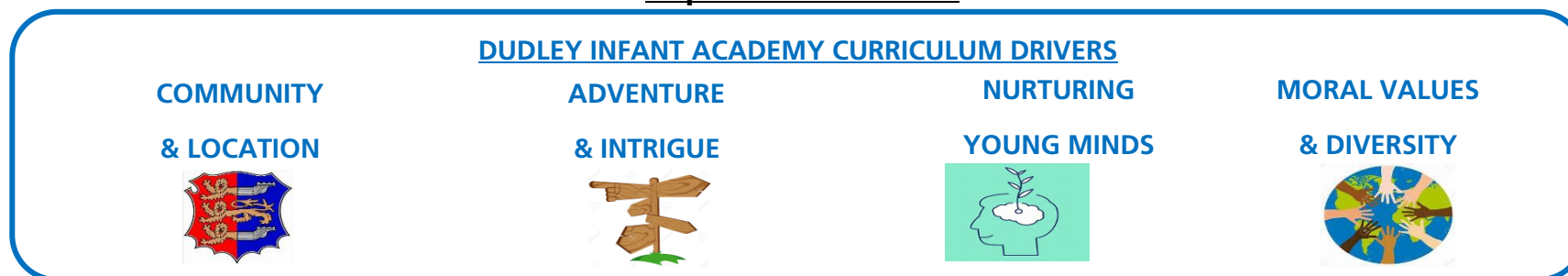








Topic- All about me



Week Beginning	English	Maths	PE	Wider Curriculum	Drivers
04/09	INSET Reading/ phonics Assessments Handwriting focus-letter families Compose simple sentences	INSET Assessments Number- Place Value within 10 Small steps Sort count and represent objects	INSET	PSHE (3 Days) Being Me In My World <ul style="list-style-type: none"> • Special and Safe • My Class • Rights and Responsibilities • Rewards and Feeling Proud • Consequences • Owing our Learning Charter 	 

09/09	<p>Key Text- Monkey See, Monkey Do.</p> <p>Cold task- Mischievous animal story</p> <p>Phase 1: Imitation <i>Text map, learn story orally using map, children also create own maps.</i> <i>Focus on key language such as connectives etc.</i> <i>'Book talk' to encourage discussion and questions.</i> <i>Spelling/sentence work.</i> <i>Discuss CEW's.</i> <i>'Writer talk' – boxing up, focus on language.</i></p>	<p>Number- Place Value within 10</p> <p>Small steps Count read and write forwards and backwards from any number 0-10</p> <p>Count One more one less</p>	<p>Gymnastics- moving around using various parts of your body, moving fast and slow and in different ways.</p>	<p>PSHE</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> • Special and Safe • My Class • Rights and Responsibilities • Rewards and Feeling Proud • Consequences • Owning our Learning Charter 	 

16/09	<p>Monkey See, Monkey Do Phase 1: Imitation continued/completed</p> <p>Phase 2: Innovation <i>Model drawing new map – tell and retell new class version, work in groups or collectively make changes.</i> <i>Shared writing – section by section co-construct.</i> <i>Guided Writing – teaching to specifics arising from cold task assessment</i> <i>Independent writing</i></p>	<p>Number-Place Value Within 10</p> <p>Small Steps One to one correspondence to compare groups Language equal, more/greater, less/fewer (=<> symbols)</p>	Gymnastics- as above	<p style="text-align: center;">Geography</p> <p>Around our local area (school/Hastings)</p> <ul style="list-style-type: none"> Fieldwork and observational skills; Geography of the school and its grounds – what can we see? Label a simple plan of the school and its grounds using a basic key. Discuss changes to the school and its grounds over time; what could be improved further? Local area – where is our school in our locality? Identifying key features of our locality. What is it like to live in this place? Introduce and use locational and directional language to describe the location of features and routes on a map Devise a simple map; use and construct basic symbols in a key 	
23/09	<p>Monkey See, Monkey Do Phase 2: Innovation continued/completed Phase 3: Invention <i>Whole/group class teaching</i> <i>New 'starter' stimulus for writing.</i> <i>Teacher feedback</i></p>	<p>Number Place Value</p> <p>Small steps Compare numbers- order groups of objects</p> <p>Order numbers, ordinal numbers (1st, 2nd, 3rd)- Number line</p>	Gymnastics- Apparatus Using selection of apparatus to travel and balance on different body parts.	<p style="text-align: center;">Science</p> <p>Animals including Humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic body parts of the human face. Our skeleton - what is it for? How does it protect our important organs What is underneath our skeleton? <i>Children will begin to understand the job of the heart, the stomach and the lungs.</i> Look at the parts of the body associated with our 5 senses- Explore senses through practical activities. <i>Why are our senses important in everyday life?</i> Seasonal changes - observe changes across the four seasons- start of autumn. <i>Observe and describe weather associated with the seasons and how day length varies.</i> 	

30/09	<p>Key Text- Funny Bones</p> <p>Cold task- Mischievous animal story</p> <p>Phase 1: Imitation <i>Text map, learn story orally using map, children also create own maps.</i> <i>Focus on key language such as connectives etc.</i> <i>'Book talk' to encourage discussion and questions.</i> <i>Spelling/sentence work.</i> <i>Discuss CEW's.</i> <i>'Writer talk' – boxing up, focus on language.</i></p>	<p>Number Addition and Subtraction</p> <p>Small Steps Part whole method Addition symbol Addition facts- fact families- bonds for numbers within 10- find systematic methods</p>	Gymnastics- Apparatus As above .	<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Introduction to abstract artwork + Picasso's portraits; blind drawings • Exploring collage – what is it? How can we use it to create abstract works of art? <i>Mixed media</i> • Complete own abstract self-portraits using a variety of media • Abstract representation of emotions/how do we recognise emotion in abstract portraits? Evaluate work/how it makes us feel – link to PSHE 'care about other peoples' feelings' 	
07/10	<p>Funny Bones</p> <p>Phase 1: Imitation continued/completed</p> <p>Phase 2: Innovation <i>Model drawing new map – tell and retell new class version, work in groups or collectively make changes.</i> <i>Shared writing – section by section co-construct.</i> <i>Guided Writing – teaching to specifics arising from cold task assessment</i> <i>Independent writing</i></p>	<p>Number addition and subtraction</p> <p>Small steps Number bonds to 10 Adding together Adding more Finding a part</p> <p>Assessments</p>	Gymnastics- Apparatus As above	<p style="text-align: center;">RE</p> <p>Creation – believing</p> <ul style="list-style-type: none"> • Wonder and awe – the natural world. Which aspects of the world do some people find wonderful? • The story of creation – how did Earth come to be? Exploring different religious beliefs. • The story of Adam and Eve. • How can we show that we are thankful for the natural world? – harvest. 	

14/10	<p>Funny Bones Phase 2: Innovation continued/completed Phase 3: Invention <i>Whole/group class teaching</i> <i>New 'starter' stimulus for writing.</i> <i>Teacher feedback</i></p>	<p>Number Addition and subtraction</p> <p>Taking away- how many left, crossing out, subtraction symbol Finding a part, breaking a part. Counting back.</p>	Gymnastics- Apparatus As above	<p>Music</p> <ul style="list-style-type: none"> • 	
21/10	<p>Poetry Focus – Simple rhyming words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>		Gymnastics- Apparatus As above	<p>Computing</p> <p>Purple Mash</p> <ul style="list-style-type: none"> • Unit 1.1 Online Safety & Exploring Purple Mash <ul style="list-style-type: none"> - To login safely. - To know how to find saved work in the Online Work area and find teacher comments. - To know how to search Purple Mash to find resources. - To become familiar with the types of resources available in the Topics section. - To become more familiar with the icons used in the resources in the Topic section. - To start to add pictures and text to work. - To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. - To explore the Games section on Purple Mash. - To understand the importance of logging out when they have finished. 	