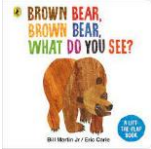
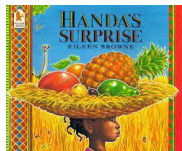


Brown Bear, Brown Bear, What Do You See? by Eric Carle.



Children will write labels. They will respond to the text by writing their own questions and responding with their own simple sentences using adjectives.

Handa's Surprise by Eileen Browne.



Children will explore different fruits (based on Handa's Surprise) using their senses, describing their taste and smell. They will write simple descriptive sentences about different fruits, using sensory adjectives.

Peace at Last by Jill Murphy.



Children will identify sounds from the story and that they hear in their own home. They will sequence the sounds heard in the story and then retell the story in simple sentences.

The Naughty Bus by Jan Oke.



The children will become familiar with the book and identify the style used by the author. They will create their own version of the book set around Latchmere school.

Through these texts, pupils will be taught to 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.

Through these texts, when writing, pupils will be taught to:

- Say out loud what they are going to write about;
- Compose a sentence orally before writing it;
- Re-read what they have written to check it makes sense;

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- Leave spaces between words;
- Begin to punctuate sentences using a capital letter and a full stop or question mark;
- Use plural noun suffixes (for example: dog, dogs; fox, foxes).

Spelling:

We will be teaching the following spelling rules and teaching common exception words alongside:

- The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.
Exceptions: if, pal, us, bus, yes.

Phonics:

Autumn 1	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

* The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2	Phase 5 graphemes	Tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms as
Week 3	/ai/ a-e sha_e /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new	house mouse water want

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	/ee/ ie shield /or/ aw claw	
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

Maths – Place Value	Science - Senses
We will be following the Small Steps from White Rose Maths for Autumn: https://whiterosemaths.com/. Building on the EYFS curriculum, we will be sorting, counting and representing objects. We will teach the following small steps for place value: - Count, read and write forwards from any number within 0 to 10; - Count, read and write backwards from any number 0 to 10; - Count one more and one less within 10; - Compare groups of objects to 10 using language, such as: equal to, more than, less than (fewer), most, least; - Order numbers and groups of objects to 10, including using the number line; - Learn ordinal numbers within 10 (for example: first, second, third). - Introduce parts and wholes - Write number sentences - Fact families – addition facts - Number bonds within 10, and to 10 - Addition – add together and, add more - Addition problems - Addition and Subtraction – find a part - Fact families – the eight facts - Subtraction – take away/cross out (How many left?)	Children will be identifying and naming their body parts and understand how these link to their senses. They will explore one sense at a time deciding, for instance, if tastes are sweet, salty, bitter or sour by tasting different foods. They will investigate different sounds on a sound walk and feel different textures in feely bags. Children will work scientifically by using their senses to compare different texts, sounds and smells. Children will learn the following objectives from the National Curriculum: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. The children will then learn about Materials. They investigate what the word material means and look at a definition. They learn to identify different materials and the idea of some materials being better than others for certain uses is introduced. The children investigate the properties of different materials and carry out their own experiment to test what they have learnt.

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- Take away (How many left?)
- Subtraction on a number line
- Add or subtract 1 or 2
- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes
- Patterns with 2-D and 3-D shape

These small steps link to the following National Curriculum statements:

- Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number;
- Count, read and write numbers to 100;
- Count, read and write numbers to 20 in numerals and words;
- Given a number within 100, identify one more or one less;
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Children will learn the following objectives from the National Curriculum:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Geography – What is Our Local Area Like?

Children will explore the key physical and human features of Kingston through simple maps and simple fieldwork to learn what the local area is like. They will learn to understand maps through walking a route in the local area and then mapping that route after, matching photographs of human features to the map. Children will learn about the homes in the local area and decide whether their local area is a town, village or city.

Children will learn the following objectives from the National Curriculum:

- Describe the location of features and routes on a map: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple fieldwork and observational skills to study the geography

History

In the second half term, the children will be exploring the topic of Toys. They will compare toys from the present with toys from the past. The children will be looking at the different materials used, how they are made, comparing the different types of toys and start to think about how they will develop in the future.

Children will learn the following objectives from the National Curriculum:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life .

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of their school and its grounds and the key human and physical features of its surrounding environment.

- Use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office, shop.

Art and Design

The children will be taught knowledge of the language and literacy to describe lines. They will learn control when using string and chalk to draw lines and experiment with a range of mark-making techniques, responding appropriately to music. The children will practise to colour neatly and carefully, featuring a range of different media and colours. They will also learn to produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

Children will learn the following objectives from the National Curriculum:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design Technology

The children will learn about the key parts of a wheeled vehicle, which will support them to develop an understanding of how wheels, axles and axle holders work. The children will design and make a moving vehicle.

Children will learn the following objectives from the National Curriculum:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, **cutting**, shaping, joining and finishing]

R.E	PSHE – Health and Wellbeing
What do Christians believe God is like? Children will identify what a parable is. They will learn to tell the story of the Lost Son from the Bible and recognise that Christians see God as a forgiving Father. Children will learn how Christians put their beliefs into practice in worship. Why does Christmas matter to Christians? Children will learn about why Christmas is so important to the Christian faith. They will learn to give a clear, simple account of the story of Jesus' birth and will gain an understanding of why Jesus is important for Christians. Children will think about the ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. <i>R.E planning follows the Kingston Agreed Syllabus.</i>	Children will learn about healthy lifestyles, growing and changing and keeping safe.
P.E	Computing – iSafe
Pupils will develop fundamental movement and team building skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Through 'multi skills and team building activities' pupils will be taught to: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • Develop their communication and problem-solving skills; learning to take turns and work collaboratively and lead each other.	Children will learn: • To understand what being online means, how it feels and how to identify adults who can help. • To understand that photographs can be shared online and that permission is needed. • To understand that people online may try to manipulate others and where to go for help if you need it. • To understand online manipulation and where to go to for help if you need it. Children will learn the following objectives from the National Curriculum: • 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 technology

Music

Keeping The Pulse (Theme: My Favourite Things)

Harvest and Christmas Songs

Children will learn:

- To be able to demonstrate an understanding of pulse using parts of the body.
- To be able to keep a pulse and show a sound pattern using bodies and voices.
- To explore using a thinking voice to show the pulse.
- To be able to play short rhythms in time with the pulse.
- To demonstrate an understanding of pulse through performance.
- To sing their voices expressively to speak and chant.
- To sing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- To copy back short rhythmic and melodic phrases on percussion instruments.