

	<ul style="list-style-type: none"> ○ I can discuss some simple features. ○ I understand the features of a book and use these to help me understand what it is about. ○ I can join in with group reading of familiar stories. ○ I can ask what unfamiliar words mean. ○ I recognise what a poem is and understand that some sounds rhyme. ○ I am familiar with traditional tales and I know some of the features. ○ I can say what I like about a story, in a simple way. <p><u>Making inferences:</u></p> <ul style="list-style-type: none"> ○ I can use stories I have already heard or read to make simple predictions ○ I can sometimes understand what the main characters are doing, or what is happening in the text, even if it doesn't say so clearly. ○ When prompted I can find a link with my own experience. 							
Writing	<p><u>Composition</u></p> <ul style="list-style-type: none"> ○ 	<u>LQ: What are rhyming words?</u>	<u>LQ: What is a postcard?</u>	<u>LQ: Do I know the story of the Gruffalo?</u>	<u>LQ: Can I change the story of the Gruffalo?</u>	<u>LQ: Assessment Can I write my version of the Gruffalo?</u>	<u>LQ: Is there Room on the Broom?</u>	<u>LQ: Who else is on the broom?</u>

		<p>ASSESSMENT: Can you write a simple sentence?</p> <p>Follow Ruth Miskin Story time planning</p> <ul style="list-style-type: none"> ○ What do you like most about the story? ○ What are rhyming words? ○ How might Stick Man be feeling? ○ Rhyming phrase 	<p>Starter: vocabulary time from Ruth Miskin planning</p> <ul style="list-style-type: none"> ○ Quiz Stick Man → freeze frame feelings ○ Which is the right sentence? ○ How is the problem solved? ○ Receive a postcard from Stick Man – WOW moment. ○ Features of a postcard – Stick Man’s address. Chn to write a sentence back. → include a word from vocabulary time 	<ul style="list-style-type: none"> ○ Retelling the story, talk for writing, story map ○ Acting out the story ○ Describe the Gruffalo 	<ul style="list-style-type: none"> ○ Create a new character – label with adjectives ○ Matching rhyming words ○ New rhyming phrase – who else lives in the deep dark wood? ○ 	<ul style="list-style-type: none"> ○ Story map for new version of the Gruffalo 	<p>Follow Ruth Miskin story time planning</p> <ul style="list-style-type: none"> ○ Sentence about the witch using adjectives ○ Describe the characters ○ Answer questions as the witch ○ Simple sentences 	<p>Starter: vocabulary time from Ruth Miskin planning</p> <ul style="list-style-type: none"> ○ What animals would you let on the broom? ○ Rhyming phrases
<p>GPS – for spelling see Reading and RWI</p>	<ul style="list-style-type: none"> ○ Writing in a book ○ Spacing – space sixes, spacing letters and words ○ Using upper and lower case letters ○ How to use capital letters ○ How to use full stops ○ Recognising sentences ○ Word classes – nouns, verbs 	<p><u>LQ: Are you ready to write?</u></p> <ul style="list-style-type: none"> ○ Writing in a book <p>Spacing – sizes, letters and words</p>	<p><u>LQ: How do I punctuate sentences?</u></p> <ul style="list-style-type: none"> ○ Capital letters ○ Full stops ○ Recognising sentences 	<p><u>LQ: How do I punctuate sentences?</u></p> <ul style="list-style-type: none"> ○ Capital letters ○ Full stops ○ Recognising sentences 	<p><u>LQ: What is a noun? What is a verb?</u></p> <ul style="list-style-type: none"> ○ Nouns ○ Verbs ○ Nouns and verbs in sentences 	<p><u>LQ: What is a noun? What is a verb?</u></p> <ul style="list-style-type: none"> ○ Nouns ○ Verbs ○ Nouns and verbs in sentences 	<p><u>LQ: When do you use capital letters?</u></p> <ul style="list-style-type: none"> ○ Recognising and forming capital letters ○ Capital letters for days of the week ○ Capital letters for moths ○ Writing the date ○ Capital letters for names of people 	<p><u>LQ: When do you use capital letters?</u></p> <ul style="list-style-type: none"> ○ Recognising and forming capital letters ○ Capital letters for days of the week ○ Capital letters for moths ○ Writing the date ○ Capital letters for names of people
<p>Maths</p>	<p><u>Place value to 10</u></p> <ul style="list-style-type: none"> ○ Sort objects ○ Count objects ○ Count objects from a larger group ○ Represent objects ○ Recognise numbers as words ○ Count on from any number ○ 1 more ○ Count backwards within 10 ○ 1 less ○ Compare groups by matching ○ Fewer, more, same 	<p><u>LQ: Assessment and Place value to 10</u></p> <p><u>Baseline assessment</u></p> <ul style="list-style-type: none"> ○ Can you sort objects? ○ Can you count objects to 10? ○ Can you count objects from a larger group? 	<p><u>LQ: Place value to 10</u></p> <ul style="list-style-type: none"> ○ Can you represent objects? ○ Can you recognise numbers as words? ○ Can you count on from any number? ○ Can you count 1 more? 	<p><u>LQ: Place value to 10</u></p> <ul style="list-style-type: none"> ○ Can you count backwards within 10? ○ Can you find 1 less? ○ Can you compare groups by matching? ○ What is fewer? More? The same? 	<p><u>LQ: Place value to 10</u></p> <ul style="list-style-type: none"> ○ What is less than? Greater than? Equal to? ○ Can you compare numbers? ○ Can you order objects and numbers? ○ What is a number line? ○ 	<p><u>LQ: Place value to 10 Assessment, Addition and subtraction to 10</u></p> <ul style="list-style-type: none"> ○ Place value assessment ○ (One lesson blocked out in case more time needed) ○ What are parts and whole? 	<p><u>LQ: Addition and subtraction to 10</u></p> <ul style="list-style-type: none"> ○ What is the part-whole model? Can you use it? ○ How do you write a number sentence? ○ What is a fact family? Can you write addition facts? 	<p><u>LQ: Addition and subtraction to 10</u></p> <ul style="list-style-type: none"> ○ Do you know your number bonds to within 10? ○ Can you work systematically to show your number bonds within 10? ○ What are the number bonds to 10?

	<ul style="list-style-type: none"> ○ Less than, greater than, equal to ○ Compare numbers ○ Order objects and numbers ○ The number line <p>Addition and subtraction to 10</p> <ul style="list-style-type: none"> ○ Introduce parts and wholes ○ Part-whole model ○ Write number sentences ○ Fact families – addition facts ○ Number bonds within 10 ○ Systematic number bonds within 10 ○ Number bonds to 10 							
Science	<p>Seasons:</p> <ul style="list-style-type: none"> ○ Observe change across the four seasons ○ Observe and describe weather associated with the seasons and how day length varies. <p>Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.</p>	<p>LQ: What are seasons? What is your favourite season? Why?</p> <p>Create a weather chart together to track</p>	<p>LQ: What happens to nature in the different seasons? What happens in Autumn?</p> <p>Early Autumn walk Look at trees, flowering plants, number of animals, other changes Autumn activities: painting trees</p>	<p>LQ: How much wind is there in the different seasons?</p>	<p>LQ: How much wind is there in the different seasons?</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ: Revisit: What happens to nature in the different seasons?</p> <p>Can they spot any changes?</p>
RE	<p>GOD What do Christians believe that God is like?</p> <ul style="list-style-type: none"> ○ Identify what a parable is. ○ Tell the story of the Lost Son from the Bible simply and can recognise a link with the concept of 	<p>LQ: Introduction: What do Christians believe God is like?</p> <p>Initial thoughts</p>	<p>LQ: What is a parable?</p>	<p>LQ: What can we learn from the parable of the Lost Son?</p>	<p>LQ: How do Christians show that they believe that God is loving and forgiving?</p>	<p>LQ: What do Christians do to show their belief in God?</p>	<p>LQ: What can I learn about the parable of the Lost Son for myself?</p> <p>Final thoughts</p>	<p>LQ:</p>

	<p>God as a forgiving father.</p> <ul style="list-style-type: none"> ◦ Give clear, simple accounts of what the story means to Christians. ◦ Give at least two examples of how Christians show their belief of God as loving and forgiving. ◦ Give an example of how Christians put their beliefs into practice in worship. ◦ Think, talk and ask what they can take from the story. <p>Skills Talk about some simple ideas Retell a story Talk about issues Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Identify some ways Describe some ways Collect examples Give an account Use creative ways to express their own ideas</p>							
Computing	<ul style="list-style-type: none"> ◦ To login safely with their own logins and understand why that is important. ◦ To start to understand the idea of 'ownership' of their creative work. ◦ To save their work to their My Work 	<p>LQ: How do I log in?</p> <ul style="list-style-type: none"> ◦ To log in safely. ◦ To start to understand the idea of 'ownership' of their creative work. <p>Project evolve – privacy and security I can explain how passwords are used to</p>	<p>LQ: How can I save my work?</p> <ul style="list-style-type: none"> ◦ To learn how to find saved work in the Online Work area and find teacher comments. ◦ To learn how to search Purple Mash to find resources. 	<p>LQ: How do you navigate purple mash?</p> <ul style="list-style-type: none"> ◦ 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 Topics section. ◦ To start to add pictures and text to work. 	<p>LQ: Why do I need to log out?</p> <ul style="list-style-type: none"> ◦ 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. 	<p>LQ: How can we find data in pictures?</p> <ul style="list-style-type: none"> ◦ Children can discuss and illustrate the transport used to travel to school ◦ Children can contribute to the collection of class data. 	<p>LQ: Can we create a class pictogram?</p> <ul style="list-style-type: none"> ◦ Children can contribute to a class pictogram ◦ Children can discuss what the pictogram shows <p>Project evolve – online relationships I can explain why it is important to be</p>	<p>LQ: How can we record results?</p> <ul style="list-style-type: none"> ◦ Children can collect data from rolling a die 20 times and recording the results ◦ Children can represent the results as a pictogram

	<p>area and understand that this is their space.</p> <ul style="list-style-type: none"> ○ To learn how to find their saved work in the Online Work area. ○ To start to add pictures and text to work ○ To understand the importance of logging out when they have finished. ○ Children can discuss and illustrate the transport used to travel to school. ○ Children can contribute to the collection of class data. ○ Children have used these illustrations to create a simple pictogram ○ Children can discuss what the pictogram shows <p><u>Project evolve</u> <u>Privacy and Security</u></p> <ul style="list-style-type: none"> ○ I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). ○ I can explain how passwords can be used to protect information and devices. ○ I can explain why I should always ask a trusted adult before I share any information about myself online. 	<p>protect information, accounts and devices.</p>	<p><u>Project evolve – privacy and security</u> I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p>	<p><u>Project evolve – privacy and security</u> I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>○ To understand the importance of logging out when they have finished.</p> <p><u>Project evolve – online relationships</u> I can give examples of when I should ask permission to do something online and explain why this is important.</p>	<ul style="list-style-type: none"> ○ Children have used these illustrations to create a simple pictogram <p><u>Project evolve – online relationships</u> I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p>	<p>considerate and kind to people online and to respect their choices</p>	<p><u>Project evolve – online relationships</u> I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>
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	<p>Online relationships</p> <ul style="list-style-type: none"> ○ I can use the internet with adult support to communicate with people I know. ○ I can explain why it is important to be considerate and kind to people online. 							
History	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> ○ Order a set of events ○ Use a timeline to place important events. ○ Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> ○ Sort events or objects into groups (i.e. then and now.) ○ Use timelines to order events or objects. ○ Tell stories about the past. ○ Talk, write and draw about things from the past. 		<p>LQ: Who is in your family? Pictures of family to be brought in for display on working wall</p>	<p>LQ: Can we label our family on a family tree diagram?</p>	<p>LQ: Can I create a timeline of my life?</p>	<p>LQ: How is my childhood the same / different from my grandparents?</p> <p>Send a message on dojo → Can your child ask their grandparents these questions?</p>	<p>LQ:</p>	<p>LQ:</p>
Geography	<ul style="list-style-type: none"> ○ Can I begin to recognise landmarks e.g. the 	<p>LQ:</p>	<p>LQ: Where does Stick Man travel to?</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>

	<p>church / school?</p> <ul style="list-style-type: none"> o Can I begin to use a globe / atlas / google earth to locate countries and features studied e.g. seas or rivers? 							
Art	<ul style="list-style-type: none"> o I describe what I can see and give an opinion about the work of an artist I can ask questions about a piece of art o Use a range of materials creatively to design and make products o Use sculpture to develop and share their ideas, experiences and imagination o Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Who is Andy Goldsworthy? What do you like about his art?</u></p> <p><u>Can I plan a piece of art inspired by Andy Goldsworthy?</u></p>	<p><u>LQ: Can we create our own sculpture inspired by Andy Goldsworthy?</u></p> <p><u>Can I evaluate my sculpture and a peers?</u></p> <p>Use natural materials – sticks Can they follow their plan? Peer review and self review</p>	<u>LQ:</u>
P.E	<p>DANCE with Miss Thomas</p> <ul style="list-style-type: none"> o Copies and explores basic movements and body patterns. o Remembers simple movements and dance steps. o Links movements to sounds and music. 	<p><u>LQ: How can I show the changing seasons through dance? (CT)</u></p> <p>Winter</p> <p>To develop balance and co-ordination. To perform dances using simple movement patterns</p> <p><u>Elite: Can I travel and receive a large ball, using my hands?</u></p>	<p><u>LQ: How can I show the changing seasons through dance? (CT)</u></p> <p>Spring</p> <p>To develop balance and co-ordination. To perform dances using simple movement patterns by improvising individually and with a partner.</p>	<p><u>LQ: How can I show the changing seasons through dance? (CT)</u></p> <p>Summer</p> <p>To develop balance and co-ordination. To perform dances using simple movement patterns by showing awareness of others when working in a group.</p>	<p><u>LQ: How can I show the changing seasons through dance? (CT)</u></p> <p>Summer</p> <p>To develop balance and co-ordination. To perform dances using simple movement patterns by mirroring the actions of a partner.</p>	<p><u>LQ: How can I show the changing seasons through dance? (CT)</u></p> <p>Autumn</p> <p>To develop balance and co-ordination. To perform dances using simple movement patterns of a traditional style of dance.</p> <ul style="list-style-type: none"> • To keep in time with a steady beat to perform a 	<p><u>LQ: How can I show the changing seasons through dance? (CT)</u></p> <p>Autumn</p> <p>To develop balance and co-ordination. To perform dances using simple movement patterns with changes of speed and shape to represent an object.</p>	<u>LQ:</u>

	<ul style="list-style-type: none"> ○ Use movements to communicate feelings. <p>Elite – Ball skills To develop the skills of sending, receiving and travelling with a large ball using the hands To develop the skills of sending, receiving and travelling with a large ball using the hands To develop the skills of sending and receiving a large ball using the hands To develop the skills of sending and receiving a large ball using the hands To revise previously learned skills and apply them to a competitive situation</p> <p>Athletic skills: · Perform a range of throws (Underarm and overarm). · Receives a ball with basic control · Beginning to develop hand-eye coordination. · Participate in simple games. · Beginning to develop spatial awareness. · Beginning to communicate (simple language).</p>		<ul style="list-style-type: none"> • To improvise and create movements with a partner. <p><u>Elite: Can I send, receive and travel with a large ball, using my hands?</u></p>	<ul style="list-style-type: none"> • To show awareness of others when Working in a group <p><u>Elite: Can I develop my skills of sending and receiving a large ball using my hands?</u></p>	<ul style="list-style-type: none"> • To understand mirroring and use this with a partner. <p><u>Elite: Can I continue to develop the skill of sending and receiving a large ball using my hands?</u></p>	<p>traditional style of dance.</p> <p><u>Elite: Can I apply my previously learned skills and apply them to a competitive situation?</u></p>	<ul style="list-style-type: none"> • To vary the shape and speed of my movements to represent an object. <p><u>Elite: Can I apply my previously learned skills and apply them to a competitive situation?</u></p>	
PHSE	<p>Knowledge: · Understand the rights and responsibilities of a member of a class · Understand that their views are important · Understand that their choices have consequences · Understand their own rights and responsibilities with their classroom</p> <p><u>Social and emotional skills:</u> · Understanding that they are special · Understand that they are safe in their class · Identifying helpful behaviours to make the</p>	<u>LQ: How can we feel safe and special?</u>	<u>LQ: What are my rights and responsibilities as a member of Koala class?</u>	<u>LQ: How can we make our classroom a safe place to learn?</u>	<u>LQ: How does it feel to be proud of an achievement?</u>	<u>LQ: Can I recognise the choices I make and understand the consequences and feelings involved?</u>	<u>LQ:</u>	<u>LQ:</u>

	<p>class a safe place · Identify what it's like to feel proud of an achievement · Recognise feelings associated with positive and negative consequences · Understand that they have choices</p>							
Music	<p>Topic: Topic: How can we make friends when we sing together?</p> <ul style="list-style-type: none"> ○ Use body percussion, instruments and voices. ○ Find and keep a steady beat together. ○ Copy back simple rhythmic patterns using long and short. ○ Move and dance with the music. ○ Sing, rap, rhyme, chant and use spoken word. ○ Demonstrate good singing posture. Sing songs from memory. ○ Enjoy and have fun performing. 	LQ: Can I dance, sing and clap to a given beat?	LQ: Can we help others improve their counting by singing together?	LQ: Can we put actions and word together using hip hop?	LQ: Can we play instruments along with a song?	LQ: Can we spot any repeated patterns in our song?	LQ: Can we perform our song and talk about how we think it went?	LQ:
Provision		<p>CHALLENGES: Create a picture of your favourite season Can you match the amount to the object? Can you write a simple sentence about what you like?</p>	<p>Outdoor area Maths and phonics resoures put in outdoor shed Add handwriting patterns and fine motor skills activities Add autumn items into curiosity cube Create a science area outdoors (autumn items)</p> <p>Maths shed: Add sorting hoops</p> <p>Art: Add black and white paint</p>	<p>Add Gruffalo toys Create Gruffalo themed tuff tray for chn to tell the story</p>	<p>Adjectives tuff tray</p>	<p>Story map tuff tray with range of different animals Sentence starters</p>	<p>Potion making Add part-whole to outdoor shed and whieboard Witch adjectives</p>	

			<p>Add red words to writing den and writing shed Add cvc phonics games</p> <p>Challenges: Can you count the amount? Handwriting patterns Can you create a picture of each season? What are the differences?</p>					
Learning Environment in corridor displays		<p>Julia Donaldson display → Stick Man running through the seasons (English and Science)</p>	<p>Reading display – how many times have you read this week?</p>					<u>RE display</u>