



### English

**Non-fiction:** Writing to inform -Labels, lists and captions

- Word choices
- Labels, lists and captions
- Discuss what they have written with the teacher or a peer.

**Poetry:** To listen to, discuss and express views about poetry (weather theme)

- To learn poems by heart, reciting them with appropriate intonation to make the meaning clear
- To write own weather poems

### Grammar/Punctuation

- Separate words with spaces,
- Punctuate sentences with a capital letter and full stop.

### Handwriting

- Practise long ladder letters, l, l, t, u, j, y by beginning to form letters in the correct direction, starting and finishing in the correct places.

### Phonics/spellings

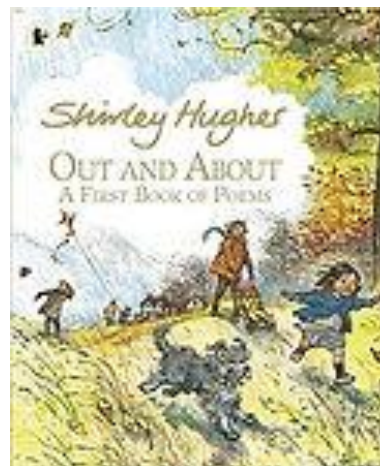
- Revise adjacent consonants (cvcc)
- Revise adjacent consonants (ccvc)
- Revise adjacent consonants (ccvcc/ccvcvcc/ccvcc)

### Topic

## Weather and Seasons



### Class Book



### Maths

In maths over the term, we will be covering the following objectives:

#### Place Value

- 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
- Less than, greater than, equal to
- Compare numbers
- Order objects and numbers
- The number line
- End of Unit assessment

#### Shape

- Recognise and name 3D shapes
- Sort 3D shapes
- Recognise and name 2D shapes
- Sort 2D shapes
- Patterns with 2D and 3D shapes
- End of Unit assessment

## Science

### Animals and Humans

Pupils should be able to:

- identify, name, draw and label the basic parts of the human body.
- Say which part of the body is associated with each sense

### Seasonal Changes

#### Autumn

Pupils should be able to:

- Name different types of weather
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Wind speed and direction
- Measuring rainfall.
- Measuring temperature

The following skills will be covered whilst working scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

## Geography

### Weather and Seasons

Pupils will learn to:

- Order the months of the year and recognise the seasons.
- Spot the differences between the seasons.
- Find clues to decide what season we are in.
- Identify the types of clothes worn in different weather.
- Identify the types of weather we have in the United Kingdom and record the daily weather in our area.
- Explore how the weather affects different jobs.

Pupils should be able to:

- Order the months of the year.
- Name the seasons.
- Order the seasons.
- Identify differences between the types of weather experienced in different seasons in the UK.
- Identify aspects of the weather and how it affects my local environment.
- Identify aspects of the weather and how it affects my local environment.
- Identify and record daily weather patterns.
- Explain how the weather affects the jobs we do

## RE

### What do Christians believe God is like?

Pupils will learn that:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him

Pupils should be able to:

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

<p style="text-align: center;"><b>Art Spirals</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use drawing, collage and mark-making to explore spirals.</li> <li>• We will also be introducing sketchbooks.</li> </ul> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</li> <li>• That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</li> <li>• That we can draw from observation or imagination.</li> <li>• That we can use colour to help our drawings engage others.</li> </ul>	<p style="text-align: center;"><b>PHSE Me and My School</b></p> <p>As part of our focus on 'Me and My School', pupils will be looking at issues relevant to the start of the school year. It includes class rules and electing School Council representatives.</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Help to construct and agree to follow class rules.</li> <li>• Listen to other people and cooperate with them.</li> <li>• Understand their role and contribution to the life of the school, particularly in relation to the School Council.</li> <li>• Develop an understanding of personal skills.</li> <li>• Understand how a class council meeting works.</li> </ul>	<p style="text-align: center;"><b>Computing Technology around us</b></p> <p>In this unit, learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Identify technology in the classroom.</li> <li>• Identify a computer and its main parts.</li> <li>• To use a mouse in different ways.</li> <li>• To use a keyboard to type on a computer.</li> <li>• To use the keyboard to edit text.</li> <li>• To create rules for using technology responsibly</li> </ul>
<p style="text-align: center;"><b>Music Mover to the Beat</b></p> <p>Throughout the term, pupils will be introduced to a range of music and create simple choreography for music such as Radetzky March by Strauss and Mattachins by Peter Warlock, as well as learning about different dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance.</p> <p>Pupils will learn to</p> <ul style="list-style-type: none"> <li>• recognize pulse, matching movements to music.</li> <li>• explore percussion instruments and perform simple instrumental accompaniments to familiar songs.</li> <li>• Copy and create simple rhythm patterns, eventually using simple graphic notations to represent these sounds.</li> </ul>	<p style="text-align: center;"><b>PE Fundamentals</b></p> <p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To explore balance, stability and landing safely.</li> <li>• To explore how the body moves differently when running at different speeds.</li> <li>• To explore changing direction and dodging</li> <li>• To explore jumping, hopping, and skipping actions.</li> <li>• To explore co-ordination and combining jumps.</li> <li>• To explore combination jumping and skipping in an individual rope.</li> </ul>	<p style="text-align: center;"><b>PE Ball Skills</b></p> <p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To develop control and co-ordination when dribbling a ball with your hands.</li> <li>• To explore accuracy when rolling a ball.</li> <li>• To explore throwing with accuracy towards a target</li> <li>• To explore catching with two hands.</li> <li>• To explore control and co-ordination when dribbling a ball with your feet.</li> <li>• To explore tracking a ball that is coming towards me.</li> </ul>