



English

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

- Explore word choices.
- 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

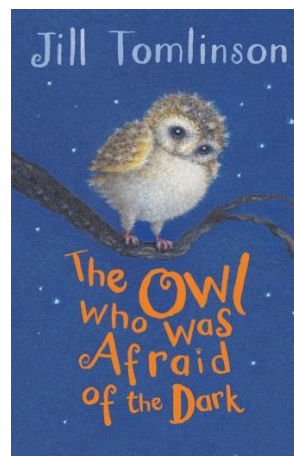
- Revise adjacent consonants (cvcc).
- Revise adjacent consonants (ccvc).
- Revise adjacent consonants (ccvcc/ccvc/cccvcc).
- Spell the irregular words – said, have, like, so do, some, come, were, there, little, one, when, out, what.

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.
- Observe wind speed and direction.
- Measure rainfall.
- Measure 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

Who do Christians say made the world?

Pupils will learn:

- Who do Christians say made the world?
- What happens in Genesis?
- Why do Christians look after the world?
- What happens at Harvest and why?
- How to artists show the Creation?
- Who do Christians say made the world?

Art Spirals Children will: • Use drawing, collage and mark-making to explore spirals. • Be introduced to sketchbooks. Key Concepts: • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • 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. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others.	PHSE Me and My School At the end of this unit, children will address the issues that are relevant to the start of the school year. They will have considered the importance of rules in school as well as in wider society and have elected School Council representatives. • To understand the need for rules in school. • To understand the role of the School Council. • To recognise democracy as a British Value. • To take part in the democratic process when electing a school council member..	Computing Technology around us 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. Pupils will learn to: • Identify technology in the classroom. • Identify a computer and its main parts. • Use a mouse in different ways. • Use a keyboard to type on a computer. • Use the keyboard to edit text. • Create rules for using technology responsibly.
Music Keeping the Pulse Pupils will learn to: • Clap the rhythm of their name in time to the pulse. • Sway or tap in time to the pulse. • Sing a rhythm in time with the pulse. • Copy rhythms based on word patterns using an instrument. • Keep the pulse while playing a rhythm on an instrument. • Follow instructions during a performance.	PE Fundamentals 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 Pupils will learn: • To explore balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging. • To explore jumping, hopping, and skipping actions. • To explore co-ordination and combining jumps. • To explore combination jumping and skipping in an individual rope.	PE Ball Skills 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 Pupils will learn: • To develop control and co-ordination when dribbling a ball with your hands. • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target. • To explore catching with two hands. • To explore control and co-ordination when dribbling a ball with your feet. • To explore tracking a ball that is coming towards me.