

| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Phonics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>NCETM Mastering Number</b></p> <p><b>Comparison</b><br/>Compare sets of objects by matching<br/>Use the language of comparison: more than and fewer than</p> <p><b>Cardinality, ordinality and counting</b><br/>Recap the order of numbers to 10 using the 'staircase' pattern<br/>Identify numbers that are '1 more' or '1 less' and apply this to sets of objects</p> <p><b>Composition</b><br/>Practise subitising<br/>Recap the composition of 5<br/>Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'<br/>Focus on numbers that can be made with 'doubles'<br/>Recap that even numbers can be made with 2 equal parts</p> <p><b>Shape, space and measure - length</b><br/>Compare sizes using gesture and language - 'bigger/little/smaller/tall'<br/>Orders two items by length or height.<br/>Order three items by length or height.<br/>Find something that is shorter/ longer than a reference item.<br/>Measure using cm cubes objects up to 10cm in length.<br/>Make comparisons between objects<br/>Measure and compare lengths and heights.</p> | <p><b>We will continue to use Little Wandle to develop our phonics, using the skills we learn in our reading and writing.</b></p> <p><b>Phase 3</b> GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s -es words with two or more digraphs e.g. queen thicker</p> <p><b>Phase 4:</b> CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p><b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p><b>Tricky words</b> 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<br/>From week 3 each child will bring home a reading book, liked to their phonics level. Your child will have read this book in school previously and should be able to share it with you at home. We appreciate your support with home reading.</p> | <p><b>Power of Reading / Talk for Writing</b><br/>Read and discuss the book 'Astro Girl' by Ken Wilson-Max<br/>Create story maps.<br/>Change story maps to include their own ideas.<br/>Learn to recognise and write capital letters.<br/>Write sentences remembering a capital letter at the start of the sentence and a full stop at the end.<br/>Write sentences putting finger spaces between words.<br/>Write stories with the support of sentence starters.<br/>Start to use adjectives in their writing.<br/>Retell story using small world characters.<br/>Retell stories by dressing up and acting.<br/>Hot seat characters in the story.<br/>Write character descriptions.</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Our bodies</b></p> <p>Our science focus will be all about our bodies, we will learn to name the parts of our bodies, learn about how we keep our bodies healthy, through hygiene, nutrition and exercise. We will begin to explore our skeleton and its function.</p> <p>I can name and label parts of the human body. I can name the five senses and perform simple tests to find out more about them. I know that humans need food, water and air to survive. I can investigate simple questions to investigate changes as we grow, such as if children are faster when they are older I know how and why I should keep myself clean</p> <p>I know that humans have skeletons I can suggest ways to improve my diet and give reasons why humans need to exercise</p>                                                                                                                  | <p><b>Painting</b> (explore using a variety of brushes, learning the language of colour and its effect) vocabulary - primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, brushstroke, acrylic paint, foreground, background, middle ground, mix</p> <p>Paints with wrist action, paints shapes Uses different tools to make deliberate marks on a large and smaller scale</p> <p>Adds white to alter tints and shades</p> <p>Knows the primary colours</p> <p>Aboriginal art e.g. Charlene Carrington</p>                                                                                                |

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| <p style="text-align: center;">Understanding The World</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><b>Who can I ask?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p style="text-align: center;">Computing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Occupations and their importance: Significant individuals.</b><br/>         With support I am beginning to make sense of my own life story, Can make connections between features of my family and others. Can communicate information about members of their immediate family Shows interest in different occupations. Can compare characters in different stories, including individuals from the past. Can understand the importance of the life of significant individuals.</p>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Technology Around Us</b> - Recognise the ways we use different technology in home and school.<br/>         With support, operate a digital device to fulfil a familiar task.<br/>         Independently operate a digital device to fulfil a familiar task and use technology across the curriculum.<br/>         Identify the appropriate technology from a limited selection to fulfil a task e.g I want to take a photo of myself or a friend, I need the ipad. Open the app to view photo after.<br/>         Record their questions about a new topic on the sound buttons or recordable clipboards e.g. questions they have about the planets<br/>         With adult modelling, pupils will develop their awareness and understanding about how Google lets you search for information (find out about the planets)<br/>         Use paint program to draw alien.</p> |
| <p style="text-align: center;">PSHE, life skills and Forest School</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;">REs, music and cooking</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p style="text-align: center;">P.E.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Life skills</b><br/>         Shopping/money<br/>         Name and address</p> <p><b>PSHE</b><br/>         The world I live in: different jobs in school and the wider community. This half term will link to our understanding the world lessons.<br/>         We will also continue to develop our emotional literacy through our daily check ins and day.</p> <p><b>Forest School</b><br/>         Throughout the year we will be noticing seasonal changes in our environment.</p> | <p><b>Music</b><br/>         In music we will be learning about dynamics (loud and soft sounds).<br/>         We will listen to a range of music to identify when the sounds change and then try to use what we have learnt in our own competitions and playing as an ensemble.</p> <p><b>Cooking</b><br/>         Cold Snacks, that children can make independently. (Sandwiches, toast, drinks etc.) Equipment knowledge and understanding (names, what and how to use kitchen tools)</p> <p><b>RE</b><br/>         Learning about religion and belief in our community Harvest, Sukkot</p> | <p>PE lessons will be focused on gymnastics this half term. We will be exploring the ways that we can balance and move using different parts of our bodies.<br/>         PE lessons also provide opportunities to develop our life skills, learning to change our clothes with increasing independence and find out how we can keep our bodies healthy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |