

English	Phonics	PSHE
<p>Following on from the previous success with the NCETM Mastering Number project we will continue to use this scheme to plan our maths.</p> <p>Cardinality, ordinality and counting Focus on representations of ordinality Compare number tracks and number lines</p> <p>Composition Focus on odd and even numbers. See that even numbers can be composed of 2s, and odd numbers have 'an odd 1' Focus on the composition of 6 - find all the ways that 6 can be composed. Focus on the composition of 8 - find all the ways that 8 can be composed. Focus on the composition of 10. Use 2-by-5 grid (10- frame) and the rekenrek to find all the ways that 10 can be composed.</p> <p>Shape, space and measure - weight Compare weights using gesture and language e.g. heavy Order three items by weight. Make comparisons between the weight of objects. Measure and compare mass/weight.</p>	<p>We will continue to use Little Wandle to develop our phonics, using the skills we learn in our reading and writing. We appreciate your support with home reading. Phase 5 ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw 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 Tricky words their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>Power of Reading / Talk for Writing Read and discuss the book 'Aaaarrgghh Spider.' Create story maps. Change story maps to include their own ideas. Learn to recognise and write capital letters. Write sentences remembering a capital letter at the start of the sentence and a full stop at the end. Write sentences putting finger spaces between words. Write stories with the support of sentence starters. Start to use adjectives in their writing. Write character descriptions. Hot seat characters in the story.</p>
	<p style="text-align: center;">Science</p>	<p style="text-align: center;">Art</p>
	<p>Light, dark and sound I can recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. To recognise that light appears to travel in straight lines To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. there are ways to protect their eyes. Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear. Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Textiles (look at and practise a variety of techniques e.g. weaving, dyeing and plaiting and stitching. Exploring which textiles are best to use and produce the best results. Also exploring ways to decorate and embellish their textiles to add details, colour and effect) vocabulary = textiles, fabric, weaving, woven, placemat, loom, alterate, over, under, decoration, decorative, batik, dye, wax, crayons, ink, apply, set, stuffing, turn, thread a needle Complete a lacing card independently Simple appliqué work attaching material shapes to fabric or paper Able to select appropriate materials giving simple reasons Decorate textiles using a range of techniques including wax resist painting Experiment with natural produce to create dyes eg onion skins. Gustav Klimt In art this half term we will be looking at textiles in art the children will be weaving, stitching and lacing. The artist that we will be taking inspiration from will be Anni Albers.</p>
<p style="text-align: center;">Understanding The World</p>	<p style="text-align: center;">Autumn 2 How do we celebrate?</p>	<p style="text-align: center;">Computing</p>
<p>Celebrations around the world. How life events are celebrated around the world and over time. Victorian Holly Lodge Christmas. Significant events beyond living memory: e.g. Guy Fawkes. We have trips booked to Holly lodge for the Victorian Christmas and to the church to walk through the Christmas story. The children will be taking part in some of the different rituals and celebrations both cultural and life that happen so they can experience the differences between their cultures and that of others. Celebrations around the world.</p>		<p>Text and Multimedia -This half term the children will be exploring the different ways in which we can communicate through text and media. The children will be learning all about different keyboards we have in school (laptop, chrome book, I-pad, Chunky keyboard and paper) looking at the differences and the similarities between them. As a class we will look and use a variety of different sound buttons to communicate to each other in class. Find letters on a keyboard (on screen or separate) Enter text using keyboard using the spacebar and return keys</p>

<p>Can make connections between features of their family and others. With support is beginning to make sense of their own life story, Understands that some places are special to members of their community.</p>		<p>Use a simple paint programme with increasing control to create a desired effect Use different tools (brushes and pens) in a paint package Insert images, text and sound into a clicker book with support Take a photograph on an iPad Open the photos app to view photographs taken</p>
<p>PSHE and life skills</p>	<p>Forest School and cooking</p>	<p>Music & P.E.</p>
<p>Self-care, support and safety Give simple reasons for why it is important to keep ourselves safe on the outside (physically safe). I can communicate verbally or using other communication systems why I need to ride my bike or trike on 'the road' in the playground. Describe some simple rules for keeping safe near water, railways, road and fire. I can describe in simple terms rules for keeping safe near the road. We will also think about how to keep ourselves safe in our local community. We will think about firework safety.</p> <p>Life skills Staying safe at school and when travelling Road safety unit - The children will be using the roadway and crossing that we have in the playground to practise crossing the road safely. We will also be taking short walks in the local community to practise our skills. Wrap a present unit - For those of you who have been with us a while will remember in December we begin to talk to the children about good and bad secrets, we will be asking the children to keep a good secret from you when they choose and wrap a present for an adult at home.</p>	<p>Cooking As the weather starts to change the children will be creating and eating hot/warm snacks that they can make independently (beans on toast, Cheese straws, soup and bread).</p> <p>Forest School Throughout the year we will be noticing seasonal changes in our environment.</p>	<p>Music In music this half term we will be learning all about rhythm and pulse. The children will be moving the rhythm of a variety of different types of music. We will also be learning how to follow the beat/pulse of music using a variety of different percussion instruments.</p> <p>PE This half term's dance links to our music topic as we explore moving our bodies to music. We will learn and perform dances using a range of movement patterns with a partner or group and remember a short dance</p>