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| **AUTUMN 1 2024** | | | | | | | |  |
| **SUBJECT** | **WEEK 1**  **2.9.24**  Baseline / Y1 Transition | **WEEK 2**  **9.9.24**  PSHE / Class rules and expectations | **WEEK 3**  **16.9.24**  Grandparent Morning / Toy Box | **WEEK 4**  **23.9.24**  Kirkstall Toy Museum Zoom  **GRANDPARENTS MORNING 26.9.24** | **WEEK 5**  **30.9.24**  Elmer – Black History | **WEEK 6**  **7.10.24**  Elmer – Black History  ELMER DAY 11.10.24 | **WEEK 7**  **14.10.24**  Science | **WEEK 8**  **21.10.24**  HARVEST  24.10.24  **ASSESSMENT WEEK** |
| **READING**  book clip art reading - Clip Art Library | **Only One You**  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them  being encouraged to link what they read or hear to their own experiences | Have you filled your bucket?  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them  being encouraged to link what they read or hear to their own experiences | Peepo  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them  being encouraged to link what they read or hear to their own experiences | Peepo  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them  being encouraged to link what they read or hear to their own experiences | Elmer  Becoming familiar with key stories  Recite a familiar story by heart  Making inferences  Responding to a text  Predicting what might happen | Elmer  Share own completed stories with younger children  Read writing aloud clearly to be heard by their peers | Harvest poem  Appreciate rhymes and poems and recite some by heart | ASSESSMENT Making inferences about the artwork – what can they see in the portraits? Who is the person? What do they do? |
| **WRITING**    **INCLUDING GENRE(S)** | Name writing  Lists in Provision  Independent write- holiday recount (baseline) | List of how to fill a bucket  Spell words containing each of the 40+ phonemes  Writing for different purposes | Writing questions to grandparents  Use sentence demarcation (?)  Writing for different purposes – question starters  BB | Write speech bubbles  Write a prediction  Recite & learn simple story map of Elmer Responding to a text and inferring  Spell words containing each of the 40+ phonemes  Spelling CEW  Capital letters for names  Finger spaces  Re-read to make sure it makes sense  Composing a sentence orally before writing | Write own Elmer story using the text map  Spell words containing each of the 40+ phonemes  Joining clauses using and  Spelling CEW  Capital letters for names  Finger spaces  Re-read to make sure it makes sense  Composing a sentence orally before writing | Write own Elmer story using the text map  Spell words containing each of the 40+ phonemes  Joining clauses using and  Spelling CEW  Capital letters for names  Finger spaces  Re-read to make sure it makes sense  Composing a sentence orally before writing | Spell words containing each of the 40+ phonemes | ASSESSMENT  LW Assessment and heat map  Writing questions about a piece of artwork  Use sentence demarcation (?)  Writing for different purposes – question starters |
| **SPELLING**  spelling clipart - Clip Art Library |  | Reception tricky words (Linked to LW) | Reception tricky words (Linked to LW) | Reception tricky words (Linked to LW) | Phonic spellings (Linked to LW) | Phonic spellings (Linked to LW) | Phonic spellings (Linked to LW) | Phonics spellings (Linked to LW) |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art |  |  | Writing questions to grandparents  Use sentence demarcation (?)  Writing for different purposes – question starters |  | Write own Elmer Books using the text map  Sequencing sentences to form short narratives  Using and  Finger spaces | Write own Elmer Books using the text map  Sequencing sentences to form short narratives  Using and  Finger spaces |  | Writing questions about artwork  Use sentence demarcation (?)  Writing for different purposes – question starters |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | Numbers to 10  BB | Unit 1 numbers to 10 | Unit 1 numbers to 10 | Unit 1 numbers to 10 | Unit 2 Part part whole within 10 | Unit 2 Part part whole within 10 | Unit 3 addition within 10 | ASSESSMENT WEEK |
| **LEARN BY HEARTS** |  | New: count on and back from 20 | Test: Count on and back from 20 | Test: Count on and back from 20  New: number bonds 1 - 3 | Test: number bonds 1 – 3 | Test: number bonds 1 – 3  New: number bonds to 4 | Test: number bonds to 4 | Test: number bonds to 4  New: number bonds to 5 |
| **SCIENCE** |  | **Observe and describe weather associated with the seasons and how day length varies**  Introduce the weather display and discuss seasons.  Go on a weather walk. Look at ‘our tree’ and take photo to observe over the year.  **SC1** observing closely, using simple equipment & performing simple tests |  |  |  | Know the name of the parts of the human body that can be seen.  Draw around a child and label as many parts as we can. (2 adult led groups)  In provision – have photos of the children. They should label their body parts.  **SC1** observing closely | Know which body part is connected to which sense.  Complete senses carousel of activities. Which body part helps us?  **Taste –** blind taste test.  **Smell** – smelly socks  **Sight** – kims game  **Sound** – identify sounds  **Touch –** describe items in feely bag  **SC1** observing closely, using simple equipment & performing simple tests exploring senses  BB | Know which body part is connected to which sense.  In provision – match sense to body part. |
| **COMPUTING** |  | **Logging on to Lexia**  Children practise logging onto ipads using own Lexia passwords. | **We are treasure hunters**  Using programmable toys  Instruction games  **N.C. Programming *Step 1 –***  ***using programmable toys***  *Sequence instruction that will move a programmable toy.*  **Human Bee Bots Instructions**  **Follow a treasure maps** | **Step 2 –**  **Recording an algorithm**  **Human Bee Bots Instructions**  **Create treasure maps** | **Step 3 –**  **Introduce the Bee Bot**    **Human Bee Bots Instructions**  **Create treasure maps** | **Step 4 introduce programming** | **Step 5 Programming the robot to find treasure** | **Step 6 Debugging** |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart |  |  | Invite grandparents in to answer the children’s questions about when they were younger  -Know the main differences between their school days and that of their grandparents  -Know what a number of older objects were used for.  -Know that the toys their grandparents played with were different to their own  -Organise a number of artefacts by age  - Timeline themselves order of age | Invite grandparents in to answer the children’s questions about when they were younger  -Know the main differences between their school days and that of their grandparents  -Know what a number of older objects were used for.  -Know that the toys their grandparents played with were different to their own  -Organise a number of artefacts by age  - Timeline themselves order of age |  |  |  |  |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART |  | **Why are stories important?**  Choose own favourite story. Explain why.  Talk about why some books are special.  Talk about how holy books are treated  Show the bible and Quran. Describe why some books are special. Demonstrate how we prepare to look at the Quran. | Name all the members of their family, especially those who live in their home.  Children bring in photographs and draw pictures of who lives with them. Encourage children to share.  Be able to compare and contrast different homes.  Use discussion and stories.  .  Talk about symbols they may see in their homes  Look at some items / symbols that may be seen in the home. Children design a symbol for their home |  |  | Explore and ask questions about the meanings of stories  Retell morals from stories  Explain how they can make a difference in their lives by following examples from stories |  |  |
| **MUSIC** | Pulse and rhythm activities:  ‘O Susanna’ (pulse)  Copy my rhythm.  Simple songs and games:  Throw the Beanbag (using beanbags) | Pulse and rhythm activities  ‘O Susanna’  Clap this rhythm back.  Simple songs and games:  Throw the beanbag, In the Autumn (using untuned percussion) | Pulse and rhythm activities:  Showing the pulse using body percussion (4 beats). Put feet out on the floor to show the beat  Simple songs and games:  Throw the Beanbag (extend, make up a new section). In the Autumn – use claves to play the middle section, Who Stole my chickens and my hens? Add extra words and actions.  Introduce ‘Hey you’ song. | Pulse and rhythm activities:  Showing the pulse using body percussion (3 and 4 beats with given patterns).  Listen to ‘Me, Myself and I’ – De la Soul. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.  Perform ‘Hey You’ and distinguish between rap and song. | Pulse and rhythm activities:  Sing the song ‘Cobbler Cobbler’ and tap the pulse.  Listen to ‘Rapper’s Delight’ by the Sugarhill Gang. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.  Perform ‘Hey You’ and take it in turns to perform different sections.  Songs for the season: Jack O Lantern/Skeleton Stomp | Pulse and rhythm activities:  Sing the song ‘Cobbler Cobbler’ and clap the rhythm.  Listen to ‘You Can’t Touch This’ by MC Hammer. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.  Perform ‘Hey You’, using tuned and untuned percussion.  Songs for the season: Jack O Lantern, Skeleton Stomp | Practise ‘Bean Song’ for the Harvest assembly | Practise ‘Bean Song’ for the Harvest assembly |
| **PE**  Real PE – St. Matthew's Primary School, Luton | **Coordination - Floor Movement Patterns** (FUNS 10  Footwork | **Coordination - Floor Movement Patterns** (FUNS 10  Footwork | **Coordination - Floor Movement Patterns** (FUNS 10  Footwork | **Static Balance - One Leg Standing** (FUNS 1)  One leg | **Static Balance - One Leg Standing** (FUNS 1)  One leg | **Static Balance - One Leg Standing** (FUNS 1)  One leg | **Static Balance**  **Standing** (FUNS 1)**- One Leg** |  |
| **Personal Cog**  **Emerging - I enjoy working on simple tasks with help**  **Expected - I can work on simple tasks by myself**  **I can follow instruction precisely and safely**  **Exceeding - I try several times and if at first I don’t succeed I ask for help when appropriate** | | | | | | |  |
| **PSHE** |  | **LESSON ONE**  Pupils learn about safety in familiar situations  Pupils  • recognise the difference between ‘real’ and ‘imaginary’ dangers  • understand that there are situations when secrets should not be kept  • know to tell a trusted adult if they feel unsafe  Discuss secrets.  List trusted adults. | **LESSON ONE**  Pupils learn about safety in familiar situations  Pupils  • recognise the difference between ‘real’ and ‘imaginary’ dangers  • understand that there are situations when secrets should not be kept  • know to tell a trusted adult if they feel unsafe  Discuss secrets.  List trusted adults. | **LESSON TWO**  Pupils learn about personal safety  Pupils  • recognise the difference between good and bad touches  • understand there are parts of the body which are private  • know who they can go to, what to say or do if they feel unsafe or worried  Teddy outline – good bad touches | **LESSON TWO**  Pupils learn about personal safety  Pupils  • recognise the difference between good and bad touches  • understand there are parts of the body which are private  • know who they can go to, what to say or do if they feel unsafe or worried  Teddy outline – good bad touches | **LESSON THREE**  Pupils learn about people who help keep them safe outside the home  Pupils  • can identify situations where they might need help  • can identify people in the community who can help to keep them safe  • know how to ask for help if they need it  Picture of places and discuss why children might need help. | **LESSON THREE**  Pupils learn about people who help keep them safe outside the home  Pupils  • can identify situations where they might need help  • can identify people in the community who can help to keep them safe  • know how to ask for help if they need it |  |
| **MINDMATE** |  | **Feeling good & being me**  **Recognise feelings**  *I can talk about how I am feeling* |  |  |  |  |  |  |
| **ART/DT**    Image result for art clipart  **INCLUDING ARTISTS**  **WHERE APPROPRIATE** |  |  |  |  | Create own Elmer the Elephant  -Know how to cut, fringing, roll and coil materials  -Know the names of the primary and secondary colours. | Create own Elmer the Elephant  -Know how to cut, roll and coil materials  -Know the names of the primary and secondary colours. | **Know the names of the primary and secondary colours.**  Create a colour using only the primary colours.  Make a colour chart to show secondary colours. | **-Describe what can be seen and give an opinion about the work of an artist Luvena Himid**  -know how to create moods in art work  -Ask questions about a piece of art |