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| **AUTUMN 2 2024** | | | | | | | | |
| **SUBJECT** | **WEEK 1**  4.11.24 | **WEEK 2**  11.11.24  PEACE WEEK  CHILDREN IN NEED 15.11.24  Parents Evening 13.11.24 and 14.11.24 | **WEEK 3**  18.11.24 | **WEEK 4**  25.11.24  29.11.24 non-uniform (coloured gift) | **WEEK 5**  2.12.24  4.12.24 Christmas fair | | **WEEK 6**  9.12.24  SHAPE WEEK | **WEEK 7**  16.12.24  16.12.24 1.30pm Christmas play Yr 1 and 2  18.12.24 Christmas SERVICE and lunch  19.12.24 Christmas party day  20.12.24 Christmas panto |
| **WOW** | Dragon egg in the classroom! | Peace week | How to trap a dragon (instructions)  Retell & innovate Dragon Instructions | How to trap a dragon (instructions)  Retell & innovate Dragon Instructions | Christmas Crafts | | Diary of Elf antics  Shape Day | Christmas performance  Christmas Activities |
| **READING**  book clip art reading - Clip Art Library | **LISTENING TO STORY**  \* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  \* being encouraged to link what they read or hear read to their own experiences  **WORDSTUDY- rumble**  \* discussing word meanings, linking new meanings to those already known  **PREDICTING**  \* discussing the significance of the title and events  \* predicting what might happen on the basis of what has been read so far  **GROUP READING-**  apply phonic knowledge and skills as the route to decode words  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  reread these books to build up their fluency and confidence in word reading | **READ THE STORY OF THE EGG**  \* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  \* being encouraged to link what they read or hear read to their own experiences  **EMOTION GRAPH**  Responding to a text  \*making inferences on the basis of what is being said and done  \*being encouraged to link what they read or hear read to their own experiences  \*participate in discussion about what is read to them, taking turns and listening to what others say  **GROUP READING-**  apply phonic knowledge and skills as the route to decode words  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, 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| **WRITING**    **INCLUDING GENRE(S)** | **Dragon Egg hook –**  **Write questions**  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  **WORDSTUDY- rumble**  (see reading)  **Predictions**  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* use adjectives | **Emotions Graph**  words containing each of the 40+ phonemes already taught  **Lost Poster**  \*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* re-reading what they have written to check that it makes sense  \* joining words and joining clauses using and | **Instructions**  \*Introduction to instructions. Features of instructions. Follow simple instructions.  **Chronological order**  \*order set of instructions, orally say instructions using time openers & imperative verbs  \*saying out loud what they are going to write about \*composing a sentence orally before writing it  **Compose an instruction**  \*use imperative verb and time opener  \* re-reading what they have written to check that it makes sense  \* words containing each of the 40+ phonemes already taught  \*leaving spaces between words | **Write own instructions of How to Trap a Dragon & Innovate**  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* re-reading what they have written to check that it makes sense  \*order set of instructions, orally say instructions using time openers & imperative verbs  \*saying out loud what they are going to write about  \*composing a sentence orally before writing it  \* words containing each of the 40+ phonemes already taught  \*Use adjectives | **(Complete) Write own instructions of How to Trap a Dragon & Innovate**  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* re-reading what they have written to check that it makes sense  \*order set of instructions, orally say instructions using time openers & imperative verbs  \*saying out loud what they are going to write about  \*composing a sentence orally before writing it  \* words containing each of the 40+ phonemes already taught  \*Use adjectives | | **Elf Diary**  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* re-reading what they have written to check that it makes sense  \*saying out loud what they are going to write about  \*composing a sentence orally before writing it  \* words containing each of the 40+ phonemes already taught  **Label the continents and Oceans**  **\***capital letters | **Elf Diary**  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* re-reading what they have written to check that it makes sense  \*saying out loud what they are going to write about  \*composing a sentence orally before writing it  \* words containing each of the 40+ phonemes already taught  **Label the continents and Oceans**  **\***capital letters |
| **SPELLING**  spelling clipart - Clip Art Library | Phonic spellings (Linked to LW) | Phonic spellings (Linked to LW) | Phonic spellings (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 | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*use adjectives  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*use adjectives  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*use adjectives  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*use adjectives  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*use adjectives  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place | | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place | \* words containing each of the 40+  \* leaving spaces between words  \* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction starting and finishing in the right place |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **Unit 3** addition within 10 | **Unit 3** addition within 10 | **Unit 4** subtraction within 10 | **Unit 4** subtraction within 10 | **Unit 4** subtraction within 10 | | **Unit 5** 2D and 3D shape | **Unit 5** 2D and 3D shape |
| **LEARN BY HEARTS** | Test; Number bonds to 5 | Test: Number bonds to 5  New: Bonds to 6 | Test: Bonds to 6 | Test: Bonds to 6  New: Bonds to 10 | Test: Bonds to 10 | | Test: Bonds to 10  New: Subtraction from 10 | Test: Subtraction to 10 |
| **SCIENCE** | **OBSERVE SEASONAL CHANGES** – Tree photo and observe    Weather chart – create class bar chart.  observe length of day – check time of sunset & add to chart  **WS** gathering and recording data  FLOOR BOOK | **-Identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock**  Introduce the different materials  Look how the same item can be made from different materials eg. Cup, spoon, ball etc. why?  **WS** – identifying and classifying  **WS** – asking simple questions | **-Distinguish between an object and the material from which it is made**  **-Identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock**  Stem sentences …  This is a \_\_\_\_ and it is made from \_\_\_.  Using photos and labels. Children take own photos on ipad. | **-Compare and group together a variety of everyday materials on the basis of their simple physical properties.**  Sort objects by material  **WS** – identifying and classifying | **-Describe the simple physical properties of a variety of everyday materials**  Explorify – starter  Verbs to describe how you may use a material – eg. Playdough pinch, poke, squeeze. Repeat with other material.  Image of material, add properties around vocab wall  Hot seating material | | **-Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties**  What material would be best for a dragon’s bed?  **WS** make predictions  **WS** perform simple test |  |
| **COMPUTING** | **Unit 1.1 ONLINE SAFETY**  **Lesson 1- safe logins**  **Lesson 2- my work area** | **Unit 1.1 ONLINE SAFETY**  **Lesson 3- purple mash topics**  **Lesson 4- purple mash tools** | **Unit 1.2 SORTING AND GROUPING**  **Lesson 1- To sort items using a range of criteria** | **Unit 1.2 SORTING AND GROUPING**  **Lesson 2- To sort items on the computer using the ‘Grouping’ activities in Purple Mash.** |  | |  |  |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart | **LOCATIONAL KNOWLEDGE:**  **NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS**  -Know the names of the four countries that make up the UK & the corresponding flags  Match the flags to the different countries. | **LOCATIONAL KNOWLEDGE:**  **NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS**  -Know the names of the four countries that make up the UK & the corresponding flags  Request photos from home and add to the class map | **SKILLS AND FIELDWORK: UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY. USE WORLD MAPS, ATLASES AND GLOBES.**  \*Use a simple map of the school to find dragon clues and add the clues their own map | **LOCATIONAL KNOWLEDGE:**  **NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS**  -Know the names of the four countries that make up the UK & the corresponding flags  Request photos from home and add to the class map | **LOCATIONAL KNOWLEDGE:**  **NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS**  - know the 7 continents and 5 oceans  vocab – ocean, sea, | | **LOCATIONAL KNOWLEDGE:**  **NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS**  - know the 7 continents and 5 oceans  vocab – ocean, sea, | **LOCATIONAL KNOWLEDGE:**  **NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS**  - know the 7 continents and 5 oceans  vocab – ocean, sea, |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART | **Understand why saying thank you is important.**  Talk about what celebration means.  Give examples of how we celebrate special occasions.  Express ideas about why saying thank you is important. | **How do believers celebrate thanksgiving?**  **What happens at a Harvest festival?**  **Why is it important to Christians?**  Recognise that followers of religions and others celebrate festival days to show gratitude.  Notice what happens at a Harvest Festival and suggest why | **What happens at Sukkot?**  **Why is this important to Jews?**  Retell the story behind Sukkot.  Express ideas about how the festival of Sukkot is celebrated.  Design and make a Sukkot shelter | **What happens during the holy month of Ramadan?**  Recognise aspects of the Muslim festival of Ramadan.  Design mehndi patterns | **Why is Diwali important to Hindus?**  Notice details about aspects of the festival of Diwali.  **How do Sikhs celebrate Bandi Chhor Divas and Diwali?**  Make a firework picture | | **How do people celebrate birthdays?**  Suggest some similarities and differences between religious and non-religious celebrations.  Organise a celebration | **Work together to design a celebration**  Design and plan their Christmas party. What food will we have? What games will be play? |
| **MUSIC** | The King is in the Castle, Lesson 1 from Sing Up. Perform together a ‘castle action story’, using drama, as a way of introducing the characters. Talk about the characters in a trad castle and show pictures. How might their voices sound?  Begin to learn to sing the song, repeating the chorus to start with. | Sing and perform ‘The King is in the Castle’ in a circle, introducing the characters as you go along. Use picture prompts if needed.  Watch a clip from ‘Hail to the Princess Aurora’ from Disney. Ask questions about the music. | Watch the Fantasia clip, with the music from the Sorceror’s Apprentice. What do they think is happening in the story?  Play and sing ‘The King is in the Castle’. This time add actions to make it more dramatic and perhaps even voices to match the characters. | Listen to Handel’s ‘Arrival of the Queen of Sheba’. What does it make them think about?  Introduce the myth about dragons. What is a myth? Are dragons real? Teach the song from Sparkyard: My Dragon. | Practise singing ‘My Dragon’ and join in with the ‘nee naw’ chorus part.  Sing ‘The King is in the Castle’ and add new characters that the children make up. | | Starlight, Starbright – Teach the song and add tuned percussion instruments. | Untuned and tuned percussion activities with Christmas music. |
| **PE**  Real PE – St. Matthew's Primary School, Luton  FUNS and DANCE | **Dynamic Balance to Agility**  Jumping and Landing | **Dynamic Balance to Agility**  Jumping and Landing | **Dynamic Balance to Agility**  Jumping and Landing | **Static Balance**  Seated | **Static Balance**  Seated | **Static Balance**  Seated | |  |
| **Shapes Solo** | **Artistry Musically** | **Partnering Shapes** | **Circles Solo** | **Artistry Abstraction** | **Artistry Solo** | |  |
| **Social Cog**  **Emerging**  **I can play with others, take turns and share with help**  **Expected**  **I can play with others, take turns and share with help**  **Exceeding**  **I can help, praise and encourage others** | | | | | | | |
| **PSHE** |  | **Pupils learn about what makes themselves and others special**  **Pupils**   * can recognise some of the things that make them special * can describe ways they are similar and different to others * understand that everyone has something about them that makes them special | **Pupils learn about roles and responsibilities at home and school**  **Pupils**   * can identify the different roles of people at home and school * can solve simple dilemmas about taking responsibility * can explain why it is important to take responsibility at school and at home (including looking after the local environment) | **Pupils learn about roles and responsibilities at home and school**  **Pupils**   * can identify the different roles of people at home and school * can solve simple dilemmas about taking responsibility * can explain why it is important to take responsibility at school and at home (including looking after the local environment) | **Pupils learn about being co-operative with others**  **Pupils**   * + can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom * can challenge unhelpful behaviour in a positive way * understand how their behaviour can affect others | | **Pupils learn about being co-operative with others**  **Pupils**   * + can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom * can challenge unhelpful behaviour in a positive way * understand how their behaviour can affect others |  |
| **MINDMATE** | **FRIENDS AND FAMILY:**  **Recognise how others show feelings and know how to respond:** I know when my friends are feeling happy.  **Learning outcomes: knowledge**   * I can tell others when I am feeling joyful and happy. * I can recognise when my friends are feeling joyful and happy. * I know how to respond to others when they are feeling joyful and happy.   **Learning outcomes: skills**   * I can talk about things that make me happy and laugh.   I can tell the difference between laughing at someone and laughing with someone. |  |  |  |  | |  |  |
| **ART/DT**  Image result for art clipart    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** |  |  |  | **DESIGN A MOVING CARD**  Name different mechanisms for a moving picture: slider, lever, wheel.  Name a selection of simple tools and say what they are for: scissors, paper fastener, hole punch. | **DESIGN A MOVING CARD**  Name different mechanisms for a moving picture: slider, lever, wheel.  Name a selection of simple tools and say what they are for: scissors, paper fastener, hole punch. | | **DESIGN A MOVING CARD**  Know the terms *design, material and construct*  Orally describe how their moving card works. | **DESIGN A MOVING CARD**  Know the terms *design, material and construct*  Orally describe how their moving card works. |