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|  | **1st- 4th Sept 2020**  **Engage -** | **7th – 11th Sept 2020**  **Engage –** | **14th – 18th Sept 2020**  **Develop -** | **21st – 25th Sept 2020**  **Diary entry about Goldilocks and the three bears**  **Rhymes and Mnemonics** | **28th – 2nd Oct 2020**  **Descriptions** | **5th – 9TH Oct 2020**  **Express** | **12th – 16th Oct 2020** | **19th – 23rd Oct 2020** |
| Phonics  Read Write Inc | **Read Write Inc**  **Daily Handwriting Practise** | **Read Write Inc**  **Daily Handwriting Practise** | **Read Write Inc**  Daily Handwriting Practise | **Read Write Inc**  Daily Handwriting Practise | **Read Write Inc**  **Daily Handwriting Practise** | **Read Write Inc**  Daily Handwriting Practise | **Read Write Inc**  **Daily Handwriting Practise** | **Read Write Inc**  **Daily Handwriting Practise** |
| Maths | **Place Value**  **Year 1 Count, read and Write Forwards and backwards to 10.**  **Year 2 Count forwards and backwards to 100.** | **Place Value**  **Year 1 Count, read and Write Forwards and backwards.**  **Year 2**  **Place Value**  **Numbers to 100** | **Place Value**  **Year 1 Count, read and Write Forwards and backwards to 20.**  **Year 2**  **Numbers to 100** | **Place Value**  **Year 1, Count, read and Write Forwards and backwards to 20.**  Year 2  Numbers within 100 including money. | **Year 1 Addition and Subtraction within 20 including money.**  **Year 2**  **Numbers within 100 including money.** | **Year 1 Addition and Subtraction within 20 including money.**  **Year 2**  **Numbers within 100 including money.** | **Year 1**  **Addition and Subtraction**  **Within 20 including money.**  **Year 2**  **Numbers within 100 including money.** | **Year 1**  **Addition and Subtraction within 20**  **Including money.**  **Year 2**  **Numbers within 100 including money.** |
| English | **Clearly express ideas when talking about matters of personal interest, including some detail.**  **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**  **Look at a range of photographs or images taken at different times of day. Talk about the pictures and decide at what times of the day they might have been taken. Place the images in time order and write a sentence about each one to describe what is happening.**  **The images could show getting washed, cleaning teeth, eating breakfast, eating lunch, playing out, reading a story and going to bed.**  **Talk to an adult or peer about what they are going to write.**  **Say out loud what they are going to write.**  **Compose a sentence before writing it.**  **Look at photographs of babies. Talk about things they remember about being a baby or toddler and share any stories parents and carers have told them about what they were like when they were little. Write a sentence or two about an early memory starting with the sentence opener ‘I remember…’** | **Clearly express ideas when talking about matters of personal interest, including some detail.**  **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**  **Display a picture of a baby and a toddler. Think about the things that each might want to say and write speech bubbles for them.**  **For example, a baby might say ‘I’m hungry’ or ‘I did a poo!’ A toddler might say ‘That’s my toy’ or ‘My tooth hurts’. Children will think of some funny alternatives based on the stories they have heard from their own early years.** | **Say out loud what they are going to write about.**  Recall and share things they did on the two previous days of the week. Describe something special or important that they did yesterday and the day before, and write a sentence about it.  Provide children with a special ‘diary’ book in which to write their memories. Head each page with the day of the week and keep a diary about each day.  **Write a sequence of connected events, in an appropriate order and, in some cases, linked to their own experience.**  **Sequence sentences to form short narratives.**  Write a memory in their special diary book of something they did during that morning’s activities. Try to remember what time it happened and record this.  Children could make a collage-style cover to personalise their diary. They can write their diaries day-by-day throughout the project, adding photographs and illustrations where appropriate. | **Write a sequence of connected events, in an appropriate order and, in some cases, linked to their own experience.**  **Sequence sentences to form short narratives.**  Listen to a familiar story such as *Goldilocks and the Three Bears* or *Jack and the Beanstalk.* Choose one story and imagine they are one of the characters. Write a diary entry from their character’s point of view about the events of the day. Refer back to the story to sequence the events correctly.  Model some examples of how different characters might view the same event. Remind children to use the past tense in their diaries.  **Listen to the views and responses of peers.**  **Consider and evaluate different viewpoints, attending to and building on the contributions of others.**  Play ‘Spot the difference’, choosing someone to go outside the classroom and change one thing about themselves (maybe pull one sock down or remove a hair band). Spot and describe what the person has changed. Then play ‘I went to market’, recalling items bought in alphabetical order and see how far they can get!  Display an alphabet chart to help children remember what comes next and what has been ‘bought’ before! | **Spell simple common exception words including said, was and where.**  **Spell common exception words.**  **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Introduce the word ‘mnemonics’. Read a number of simple mnemonics and discover what words they help them to spell. For example, what does the mnemonic ‘Big Elephants Can Always Understand Small Elephants’ spell?  Explain to the children that a mnemonic is used to help us remember how to spell tricky words. Ask children to try and create their own mnemonics for words they find tricky to spell. Share their ideas with others in the class.  Create mnemonics for things that are tricky to remember. Try to make them as funny as they can as this makes them easier to learn!  **Listen to the views and responses of peers.**  **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.**  Watch a presentation, look at pictures or handle artefacts and toys from different decades and generations. Talk about what they can see and begin to describe how toys have changed over time.  Encourage the children to describe what they have seen and express their opinions about what they liked and didn’t like about toys in the past.    **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Make a page for a class book that describes each toy. Compose a descriptive sentence or two to go with each picture using their best describing words. Use simple dictionaries or word banks to check their spellings and choose alternative or better words to use in their writing.  Provide children with a word bank or simple dictionaries to use independently or with support. | A memory box is a special place for you to keep important and treasured memories. You can put in special things that belong to you, like an old toy, something you had as a baby, photographs, letters, drawings and other things that will remind you of precious and memorable times. What will you put in your special box?  **Talk to an adult or peer about what they are going to write.**  **Say out loud what they are going to write about.**  Work together to create a scrapbook called ‘Our Class’. Make a list of all the things they would like to include in their class book and decide who will do which job.  Children could include speech bubbles showing things people say, photographs of everybody, a daily diary of their class activities, a list of favourite storybooks, a piece of writing about an exciting event they did together, a recording of everybody’s voices or a recording of a favourite class song. |  |  |
| Guided Reading |  | **Owl Babies**  **participate in discussion about what is read to them, taking turns and listening to**  **what others say** | **Owl Babies**  **participate in discussion about what is read to them, taking turns and listening to**  **what others say** | **Owl Babies**  **participate in discussion about what is read to them, taking turns and listening to**  **what others say** | Rhymes and Poems  En R C 1e Learn to appreciate rhymes and poems, and to recite some by heart.  En R C 1d; En SL 1 | **Rhymes and Poems**  **En R C 1e Learn to appreciate rhymes and poems, and to recite some by heart.**  **En R C 1d; En SL 1** | **Rhymes and Poems**  **En R C 1e Learn to appreciate rhymes and poems, and to recite some by heart.**  **En R C 1d; En SL 1** | **Information Books** |
| Science | ‘ | **Sc WS 5 Use their observations and ideas to suggest answers**  **to questions.En SL 4, 5, 7; Sc A 4**  **Talk about their findings and explain what they have found out.**  **Use their observations and ideas to suggest answers.**  Talk about the physical and developmental differences between babies, toddlers, children and adults. Use sticky notes to make charts with four sections ‘Babies can…’, ‘Toddlers can…’, ‘Children can…’ and ‘Adults can…  Talk sensitively about the human body and how a person changes as they grow from a baby to an elderly person. The children can compare themselves to babies, toddlers and adults in terms of how they eat, sleep, move and play. Project images of a baby, toddler, child and adult onto the IWB to use as a reference. | **Draw and label basic parts of the human body, including those related to the senses.**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**   Explore their own senses by touching, smelling, listening to and tasting things that babies use such as baby toiletries, clothes, baby foods, toys and feeding utensils. Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet or bland). Explain how the items differ from the ones they have today.   Children could prepare questions to ask a visiting parent and baby, a nurse or a midwife to find out what senses newborns have and how these develop over time. During the first weeks of life a newborn baby may seem to do very little, but in fact all their senses are functioning and developing, taking in the sights, sounds and smells of their new world. |  |  |  |  |  |
| Forest schools |  | Fieldwork Skills  Looking at Local Environment | **Field work Skills**  **Positional Language** | Field work Skills  Positional Language | Fieldwork Skills  Looking at Local Environment | **Fieldwork Skills**  **Looking at Local Environment** |  |  |
| PSHE | **Glad Monster, Sad Monster by Ed Amberley and Anne Miranda linked to feelings and emotions:**  Start by discussing what feelings and emotions do they know and what are feelings and emotions? Record these.  Share the story with the class and talk at different stages about what feelings and emotions are happening and why they think they are happening.  Draw their favourite monster  From the story and explain what their monster is feeling and why.  MA: Once drawn their monster discuss what makes them happy, sad etc | **Glad Monster, Sad Monster by Ed Amberley and Anne Miranda linked to feelings and emotions:**  Carry on from previous lesson talking about feelings.  Ask how everyone is feeling today and do they know why they are feeling that way?  Recap the feelings from the story, re-read the story to the class.  Think about other feelings such as: scared, angry. Shy etc.  What makes them scared, angry or shy? What could you do to overcome these feelings?  Use mirrors and look at facial expressions or go round the group and allow each child to make a facial expression and the class have to work out which feeling they are demonstrating. | **Glad Monster, Sad Monster by Ed Amberley and Anne Miranda linked to feelings and emotions:**  Create their own paper plate feeling monster.  This can also be used as a listen activity:  Give your monster \_\_\_arms.  Give your monster \_\_\_\_ (number) \_\_\_\_ (coloured) legs.  Give your monster \_\_\_\_ (eyes).  Give your monster (describe) hair. | **The Memory Tree**  Share the story with the class.  Make sure children understand that the fox has died, explore the other animals’ feelings when they sat in silence for a very long time.  Discuss emotions of grief – sad, angry, shocked, lonely (refer to examples of similar feelings which the children can relate to – lost or broken possession, speical person going away)  when you are sad, where do you feel it in your body?  Extension: Develop the emotional language of grief (frustration, anxiety, feelings of helpless/numb etc). Use the vocabulary sheet to support this. Where in your body do you feel these emotions? draw outline of body and label. | **The Memory Tree**  In groups give pupils pictures and / or text from the book referring to the animals remembering fox.  Choose one animal's memory of Fox and draw a picture of it.  Extension: Complete the table to show the animals’ memories of Fox, a feeling this relates to and create a simple symbol to represent it (e.g. owl – leaf shape). | **The Memory Tree**  Ask the questions, “when they remembering Fox, do the animals still feel grief?” “How do memories of Fox help the animals?”  Encourage discussions about how memories make us feel -thinking back to a happy, fun or exciting time; remembering someone’s kindness / love; understanding that memories can be kept forever but not recreated.  Extension: Develop the understanding that memories are a way for the animals to maintain their relationship with fox. What do we know about Fox? | **The Memory Tree**  Create a speical memory box by decorating a box, packet or tb then filling it with speical pictures, messages and items to remember Fox.  Draw pictures based on the animals’ special memories of Fox, paint pictures of Fox, collect leaves or grasses to remember the fun Fox had with his friends. | **The Memory Tree**  Write poems about Fox, decorate stones or pebbles, collect items which might mean something to Fox, write a letter to Fox from one of his animal friends. |
| History |  | **Learn about changes within living memory.**  **En SL 1, 7, 10; Sc WS 4**  **History**  **Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size and abilities), recalling a significant memory from the past.** | **Learn about changes within living memory.**  **En SL 5, 7**  **History**  **Begin to describe similarities and differences between historical artefacts and pictures.**  **the pictures, characters or the feel of the book itself.** | **Learn about changes within living memory.**  **En SL 5, 7**  **History**  **Begin to order artefacts and pictures from significantly different time periods.** |  |  |  |  |
| R.E. | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? | God (Core): What do Christians believe God is like? |
| P.E. | **NUFC** | NUFC | NUFC | NUFC | **NUFC** | NUFC |  |  |

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