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|  | **2nd-5th November 2021** | **8th-12th November 2021** | **15th-19th November 2021** | **22nd-26th November 2021** | **29th Nov-3rd December 2021** | **6th-10th December 2021** | **13th-17th December 2021** |
| PhonicsRead 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** |
| Maths | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Addition and Subtraction** | **Consolidation** |
| English |  **Book Study****Prediction****SPAG/Punctuation.** | **Book study** **SPAG/Suffixes** | **Book Review/Character description** | **Instructions** | **Riddles** | **Book Study****Past tense/Recount** | Assessment |
| Science | **Everyday Materials****What makes the loudest sound?****Children identify and name everyday materials then put them in a shaker to see which makes the loudest sound, relating this to their properties.** ‘ | **Humans****What are our senses?****Children will learn humans are a type of animal, known as a mammal. They name body parts and recognise common structures between humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.** | **Humans****What can our hands do?****Children use their hands to do a series of activities that help them discover what they can do with their sense of touch.**  | HumansWhy do we have two eyes? | HumansHow are humans similar to other animals? | **Humans****How do humans change as they grow older?** | **Assessment/POP Task** |
| Geography | **What is Geography?** | Maps | **Location/Positional Language** | **Continents and Oceans** | Four Countries of the UK   | **Woodlands. Hedgerows and Meadows.** | **Assessment** |
| 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 monsterFrom 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.  |
| History | **Family trees****How does life change over time?****Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.** | **Family trees****How does life change over time?****Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.** |  |  |  |  |  |
| R.E. |  The Nativity | The Nativity | The Nativity | The Nativity | The Nativity | The Nativity | Assessment |
| Art | Lets MixRead the book Mix it up. | Mix itThe colour wheel | Same or differentLearn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Colour carouselRecap on what the children have learned so far about colour and colour mixing. Set out the classroom with the suggested practical resources for carrying out the activities in the Colour mixing instructions and explain what the children need to do. | Colour Challenge | Christmas Cards/Decorations |  |
| P.E. | **NUFC/Commando Joes** | NUFC/Commando Joes | NUFC /Commando Joes | NUFC/Commando Joes | **NUFC/Commando Joes** | NUFC/Commando Joes | NUFC/Commando Joes |

