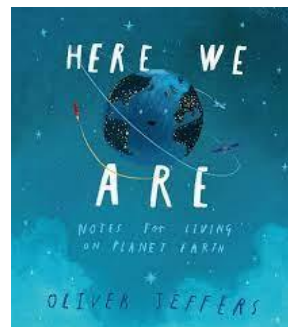
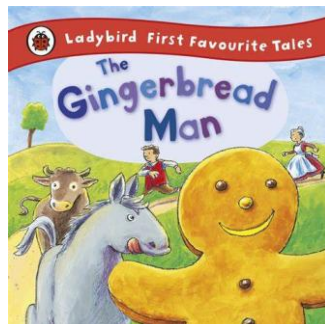


Inquiry questions: Is everyone's family the same? Where is my school?

English	Our Key Texts	Maths
This term our focus is on The Gingerbread Man and Lost and Found. As writers the children will: Narrative •Use their phonics sounds to write sentences. •Retell familiar stories. • Write lists and labels. •Write captions. •Sequencing sentences to write sort narratives. •Joining words and clauses using ‘and’. •Begin to punctuate sentences using capital letters and full stops. •Begin to use capital letters for names of people and personal pronoun ‘I’. •Sequence events using time openers. Reading As readers the children will: •Discussing words and phrases that capture the reader’s interest and imagination •Explaining the meaning of words in context •Asking questions to improve their understanding of a text •Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •Predicting what might happen from details stated and implied •Identifying main ideas drawn from more than one paragraph and summarising these •Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	The Gingerbread Man and Lost and Found 	As mathematicians the children will: • Count, order and compare numbers to 10 using practical resources such as Numicon, counters etc. • Use the language of: equal to, more than, less than (fewer), most and least. • Practically add and take away using numbers to 10. • Count, order and compare numbers to 20 using practical resources such as tens frames, Numicon, counters, part whole models. • Practically add and take away using numbers to 20
Science	Geography	Physical Education
Materials and their properties As scientists the children will know: • The names of different every day materials including wood, plastic, glass, metal, water, and rock.	As geographers the children will know: • Identify human and physical features in aerial photographs and in our school grounds • Use simple features to read basic maps e.g., key, colours, or symbols.	Body management As a team player the children will: • Develop co-ordination when throwing, catching, rolling and bouncing large balls. • Travel, land safely and maintain balance.

• That materials have different properties. • Why materials are used for different purposes. • That similar items can be made out similar materials. • Scientific vocabulary to describe certain materials for example, hard/soft, flat/bumpy, stretchy/stiff, rough/smooth, shiny/dull, waterproof, absorbent. Seasonal changes As scientists the children will: • To name the two seasons of the first term of school • Compare autumn and winter • Describe characteristics of autumn and winter • Use weather symbols to record what the weather is like	• Follow, describe and draw a route. • Develop maps of the school grounds • Map a simple route. • Their own personal address. • That routes can be mapped out and planned. • The locality of their school (including other schools within the Trust). • Our school is called ‘The Vaynor’ First School and it is in Headless Cross, Redditch. • That aerial views show the world from above. Religious Education <i>Autumn 1 RE key question: 1.10 What does it mean to belong to a faith community?</i> • That people belong to different communities. • That faith communities celebrate belonging with ceremonies. • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean <i>Autumn 2 RE key question: 1.1 GOD: What do Christians believe God is like?</i> • That Christians believe in God, and that they find out about God in the Bible. • Identify what a parable is • That Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	• To work as part of a team and connect with others • To show some body control <u>Orienteering</u> • Follow simple instructions to complete a trail • To find matching symbols on a trail • To work with a partner to complete a task • To use decision making skills to solve problems Art and Design As Artists the children will be focusing on the works of Richard Stone- British portrait artist As artist the children will: The children will: • - use dots, dashes, scribbles, sweeping lines, wavy lines, straight lines (using a ruler) - keep within the lines - thickness of lines - Hold and use drawing tools in different ways to create different lines and marks. - Use mark making to replicate texture. - Look carefully to make an observational drawing. • Talk about how they have created and developed their work. • Talk about an artist and evaluate the artist’s work. • Draw a clear self-portrait using sketching.
Computing In computing, the children will be developing their skills using Purple Mash. Unit: Introduction to Purple Mash • To log in safely • To save and find work • To learn how to open, save and print work	Personal, Social and Health Education The children will be learning about their healthy lifestyles and emotions using Jigsaw. Being me in my world • Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences	Design and Technology As designers the children will be designing and making a moving picture. • How to hold scissors correctly. • The names of a variety of tools and materials. • How to choose appropriate tools and materials based on the design criteria.

Unit: Creative computing •To use paint tools to draw pictures. •To create a jigsaw using a digital device. •To create images and use these to make a game. Unit: Data explorers •To group items on the computer •To sort different items •To understand that data is information that can be collected. •To collect data and create a pictogram.	•Explain why we need rules, beginning to think about democracy •Begin to explain how we look after the planet •Understand what to do when things are right/wrong, fair/unfair. Celebrating differences •Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different	• How use different tools correctly and safely. The children will be able to: • Research products based on the design criteria. • Use new skills to create and develop the final product. • Design a product based on the criteria. • Measure, mark out cut and shape a range of materials with support. • Assemble, join and combine materials and components using glue and masking tape- temporary. Evaluate and improve the appearance of their product.
Music	History	
In Music, the children will be developing their skills using Charanga Autumn 1: Hey you! Autumn 2: Rhythm In The Way We Walk and The Banana Rap •To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. •To know and recognise the sound and names of some of the instruments they use. •To confidently sing or rap five songs from memory and sing them in unison. •Learn the names of the notes in their instrumental part from memory or when written down. •Learn the names of the instruments they are playing. •Improvisation is about making up your own tunes on the spot. •Learn how the notes of the composition can be written down and changed if necessary. •Record the performance and say how they were feeling about it.	As historians the children will explore the enquiry question- Are all families the same? • Create a timeline of my own life and significant events around this period. To be replicated with parents and grandparents. • Explain how I have changed since I was born. • Know that things have happened in my past. •Understand that families may be different and how my family members are related.	