



# Curriculum | Medium Term Plan - Autumn 2021

<p><i>Challenge Pack:</i></p>	<p><b>Far Far Away</b> - How can we connect with communities far away?</p>	<p><i>Challenge outcome:</i></p>	<p>Children will invite their parents into school to tell them about what they have learned about their local area and another Far away. Children will use, artwork, writing and photos that they have taken to provide prompts for discussion.</p>	<p><i>NC Year:</i> <i>Length of term:</i></p>	<p>Year 1 14 weeks</p>
<p><i>Summary</i></p>	<p>Children will develop an understanding of the local area past and present before sharing what they have learned with a different community far away. Then will then study a different community making comparisons to their own.</p>	<p><i>Hook:</i></p>	<p>Walk around and explore the local area.  Connecting with children from far away (non-EU countries) via emailing and Zoom.</p>		
<p><i>Key texts:</i></p>	<p><b><u>Fiction:</u></b> When Oof Makes an Ouch – Grandad’s Island Zog – Julia Donaldson Herman’s Letter – Tom Percival</p> <p><b><u>Non-Fiction:</u></b> Welcome to Our World One Day So Many Ways The Big Book of the UK by Imogen Williams</p>	<p><i>Trips and visits:</i></p>	<p>Local walk in Smethwick</p>	<p><i>Inspire sessions:</i></p>	<p>1FG - 15.11.21 1TG - 22.11.21 1SS - 29.11.21</p>
 <p>To use the appropriate tone of voice in the right context.</p>	 <p>To take opportunities to try out new language, even if not always used correctly.</p>	 <p>To recognize when they haven’t understood something and asks a question to help with this.</p>	 <p>To listen to others and is willing to change their mind based on what they have heard.</p>		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
06.09.21	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Count objects to 10</li> <li>- Count objects from a group of 10</li> <li>- Represent up to 10 objects</li> <li>- Represent numbers to 10</li> </ul> <p><b>Mental maths focus:</b> Counting forwards and backwards within 10</p>	<p><b>Writing Focus:</b> To use phonetic knowledge to sounds out and write words related to our story. <b>Text used:</b> When Oof Makes an Ouch (CVC focus)</p> <p><b>Knowledge and Skills:</b> Basic skills –</p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- <i>Write capital letters correctly</i></li> <li>- Name writing activity</li> <li>- Using our sounds to write (make new words for Oof)</li> <li>- Label Oof and Pib</li> </ul>	<p><b>Recap reception sounds:</b> oa, oo (look), ow (cow), oi</p> <p>CEW: you</p> <p><b>Reading lesson:</b> Phonics assessment</p>	<p><b>What is the challenge?</b> Children will use the TASC wheel to discuss what the challenge is and begin to reflect on what they already know and how they might achieve it.</p> <p><u>Killer question</u> <b>What is a plant?</b> <b>Can you label the different parts of a plant?</b> <b>Can you name and identify some different types of plants?</b></p> <p>TASC Wheel - Complete Explore the Challenge sheet</p> <p>Science S1.1i As <b>Scientists</b> WALT: identify the basic structure of a flower. <b>Outcome</b> - Chn will label a real flower. They will have visual aids and word banks to support.</p> <p>Science S1.1h As <b>Scientists</b> WALT: understand what a common wild plant is <b>Outcome</b> - Chn will know what a common wild plant is.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will have an understanding of the structure of flowers in their local area.</p>	<p><a href="#">Rosh Hashanah</a> (6-8 September) <a href="#">International Literacy Day</a> (8 September)</p>
Homework	<p>Number bond or timetables practise: number bonds to 5 (in order)</p>	<p>Spellings: n/a recap</p>	<p>Reading book/ books on Bug Club</p>	<p>Flipped homework: Bring a family photo into school and discuss where you family is from.</p>	
13.09.21	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Count forwards to 10</li> <li>- Count backwards from 10</li> <li>- Count one more for numbers within 10</li> </ul>	<p><b>Writing Focus:</b> To write simple sentences about myself using finger spaces and capital letters <b>Text used:</b> What I like about me!/ Incredible you!</p> <p><b>Knowledge and Skills:</b></p>	<p><b>Year 1 sounds:</b> ai</p> <p>CEW: the</p>	<p><b>Getting to know you</b></p> <p><u>Killer question</u> <b>How can we make right choices?</b> <b>Can you name and identify some different types of plants?</b></p>	<p><a href="#">Jeans for Genes</a> (begins 13 September) <a href="#">International Day of Democracy</a> (15 September)</p>

	<ul style="list-style-type: none"> <li>- Count one less for numbers within 10</li> </ul> <p><b>Mental maths focus:</b> Counting one more and one less than a given number within 10</p>	<ul style="list-style-type: none"> <li>- Share key text (make links to challenge pack)</li> <li>- Read and RIP features of character descriptions (adjectives, high 5 sentences)</li> <li>- Understand the concept of a sentence as a complete thought or idea</li> <li>- Begin to punctuate sentences using capital letters</li> <li>- Say my sentences out loud</li> </ul>	<p><b>Reading lesson:</b> Phonics assessment</p>	<p><b>PSHE C1.3</b> As <b>Citizens</b> WALT: know why we have rules and the importance of following them. Outcome – Chn will discuss and agree the school rules to be displayed in their classroom</p> <p>PSHE C1.11 As <b>Citizens</b> WALT: describe what we are like as people that is different to someone else. Outcome – Chn will complete an all about me to describe what they look like, their personality and their interest.</p> <p>Science S1.1h As <b>Scientists</b> WALT: understand what a common garden plant is Outcome - Chn will know what a common garden plant is.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will be able to identify common garden plants in their local area.</p>	
Homework	Number bond or timetables practise: number bonds to 5 (muddled up)	Spellings: rain wait train paid afraid paint waist again CEW: the	Reading book/ books on Bug Club	Flipped homework: Children to make a poster showing their school and classroom rules.	
20.09.21	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Compare up to 10 objects</li> <li>- Introduce &lt; &gt; and for numbers within 10</li> <li>- Compare numbers within 10</li> </ul> <p><b>Mental maths focus:</b> Counting forwards and backwards from a given number (within 10)</p>	<p><b>Writing Focus:</b> To write simple sentences about my family using finger spaces and capital letters <b>Text used:</b> What I like about me! /Incredible you!</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Write capital letters correctly</li> <li>- Begin to punctuate sentences using capital letters and full stops</li> <li>- Leave spaces in between words accurately and consistently</li> <li>- Say my sentences out loud</li> <li>- Write sentences</li> </ul>	<p><b>Year 1 sounds:</b> ay</p> <p>CEW: do</p> <p><b>Reading lesson:</b> Listen to and discuss a story (reading grid whole class) Text: Beegu</p>	<p><b>What is special about my family?</b></p> <p><b>Killer question</b> <b>What is a tree?</b> <b>Can you label the different parts of a tree?</b></p> <p>PSHE A1.1 As <b>Citizens</b> WALT: describe a family as a safe place at home where people care for children Outcome – Chn outline what a family is using key words to describe.</p> <p>PSHE A1.2 As <b>Citizens</b> WALT: describe happy relationships that I have with different family members. Outcome – Chn will verbally describe relationships they have and why it is a happy one.</p> <p>Science S1.1i</p>	<p><a href="#">Sukkot</a> (begins 20 September) <a href="#">International Day of Peace</a> (21 September) <a href="#">European Day of Languages</a> (26 September) <a href="#">Yom Kippur</a> (begins 27 September)</p>

				<p>As <b>Scientists</b> WALT: identify the basic structure of a tree          Outcome - Chn will label a photograph of a tree with arrows already drawn and word banks provided.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will have an understanding of the structure of trees in their local area.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p>Number bond or timetables practise: number bonds to 5 (check and correct)</p>	<p>Spellings:          spray away delay play tray stay          clay may          CEW: do</p>	<p>Reading book/          books on          Bug Club</p>	<p>Flipped homework:          Children to choose one of their happy family relationships and explain why it is happy.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">27.09.21</p>	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Order up to 10 objects</li> <li>- Order numbers up to 10</li> <li>- Ordinal numbers</li> <li>- Number line (to 10)</li> </ul> <p><b>Mental maths focus:</b>          Counting forwards and backwards from a given number (within 10)</p>	<p><b>Writing Focus:</b> To write sentences about my school to tell the colour monster what it is like  <b>Text used:</b> The colour monster goes to school</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- High 5 sentence criteria</li> <li>- Write capital letters correctly</li> <li>- Begin to punctuate sentences using capital letters and full stops</li> <li>- Leave spaces in between words accurately and consistently</li> <li>- Say my sentences out loud</li> </ul> <p>Write sentences</p>	<p><b>Year 1 sounds:</b> ee</p> <p>CEW: to</p> <p><b>Reading lesson:</b>          Sequence events from Beegu</p>	<p><b>What is a community?</b></p> <p><u>Killer question</u>          What is a community?          What is an evergreen tree?</p> <p>PSHE C1.5          As <b>Citizens</b> WALT: describe what a community is.          Outcome – Chn will be able to verbally describe our community (school) and say some words to describe it.</p> <p>PSHE C1.7          As <b>Citizens</b> WALT: describe how I have done something to help our community.          Outcome – Chn will be exploring different ways of helping others, then they will share their thoughts.</p> <p>Science S1.1h          As <b>Scientists</b> WALT: identify evergreen trees          Outcome - Chn will understand what an evergreen tree is and be able to explain what makes an evergreen tree.</p> <p>CAFRA for hook</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will know what a community is. They will have a definition known to share with their families at their outcome.</p>	<p>Sukkot ends (27 September)          Yom Kippur ends (28 September)  <a href="#">Black History Month</a> (begins 1 October)</p>

Homeework	Number bond or timetables <i>practise:</i> number bonds to 10 (in order)	Spellings: street sweet breeze sneeze freeze squeeze speed bleed CEW: to	Reading book/ books on Bug Club	Flipped homework: Children to CAF ideas for what a community is and make links to their school community.	6MA Class assembly 5SW INSPiRE
04.10.21	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Introduce part part whole</li> <li>- Part part whole model</li> </ul> <p><b>Mental maths focus:</b> Counting forwards and backwards from a given number (within 10)</p>	<p><b>Writing Focus:</b> To write sentences about my school to tell the colour monster what it is like</p> <p><b>Text used:</b> The colour monster goes to school</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- High 5 sentence criteria</li> <li>- Write capital letters correctly</li> <li>- Begin to punctuate sentences using capital letters and full stops</li> <li>- Leave spaces in between words accurately and consistently</li> <li>- Say my sentences out loud</li> <li>- Write sentences</li> </ul>	<p><b>Year 1 sounds:</b> ea (sea)</p> <p>CEW: no</p> <p><b>Reading lesson:</b> Talk about a character (Beegu)</p>	<p><b>Snap, snap! Photographing my community</b></p> <p>ICT As <b>Digital Technicians</b>, WALT: use tools within the Camera app (flash, filter, timer) Outcome: children will know how and when to safely and sensibly use the flash, filter and timer tools.</p> <p>ICT C1.1b As <b>Digital Technicians</b>, WALT: take photos (with an iPad) Outcome: children will take photos on their hook walk.</p> <p>Thinking hats/PMI based on Hook</p> <p>ICT As <b>Digital Technicians</b>, WALT: use tools within the Camera app (rotation, crop) Outcome: children will know how to rotate and crop photographs.</p> <p>Art 2.1a As Artists, WALT: Record and explore ideas from first hand observations. Outcome - Children to use a photograph they took from their walk to sketch a picture.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will have photographs of their local area to display at their outcome and to talk about.</p>	<p><a href="#">World Space Week</a> (begins 4 October)</p> <p><a href="#">World Teachers' Day</a> (5 October)</p> <p><a href="#">Walk to School Day</a> (6 October)</p> <p><a href="#">World Mental Health Day</a> (10 October)</p> <p><a href="#">World Homeless Day</a> (10 October)</p>
Homeework	Number bond or timetables <i>practise:</i> number bonds to 10 (missing number in order)	Spellings: leaf beak leader please mean heater dream clean CEW: no	Reading book/ books on Bug Club	Flipped homework: Children to list rules for their hook trip walk.	6JD Class assembly 5SU INSPiRE
11.10.21	<p><b>Area of learning:</b> Addition</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Number bonds to 10</li> <li>- Find number bonds for numbers within 10</li> </ul>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Write a post card telling someone about our school</p> <p><b>Knowledge and Skills:</b></p>	<p><b>Year 1 sounds:</b> ea (bread)</p> <p>CEW: go</p>	<p><b>What is important about my school community?</b></p> <p><b>Killer question</b> <b>Who are some of the people in your community (school) and what roles do they play?</b> <b>What is a deciduous tree?</b></p>	<p><a href="#">National Braille Week</a> begins (11 October)</p> <p><a href="#">Ada Lovelace Day</a> (12 October)</p> <p><a href="#">World Food Day</a> (16 October)</p>

	<p>- Compare number bonds</p> <p><b>Mental maths focus:</b> number bond recall</p>	<p>Paired shared write from pictures to be used in outcome</p> <ul style="list-style-type: none"> <li>- Children to write correctly punctuated simple sentences to retell story using pictures</li> <li>- High 5 sentence criteria</li> <li>- Write capital letters correctly</li> <li>- Begin to punctuate sentences using capital letters and full stops</li> <li>- Leave spaces in between words accurately and consistently</li> <li>- Say my sentences out loud</li> </ul> <p>Write sentences</p>	<p><b>Reading lesson:</b> Prediction based on front cover and blurb Text: Bear Shaped</p>	<p>Geography 1.4d As <b>Geographers</b>, WALT: use simple fieldwork skills to identify the geographical features of our school. Outcome: Children will use their knowledge from their walk to identify geographical features of our school. Teacher to ensure children know that features around school are human features.</p> <p>PSHE C1.4 As <b>Citizens</b> WALT: identify jobs in my school community. Outcome - Chn will label people who are integral in the community (school) and say what they do.</p> <p>Science S1.1h As <b>Scientists</b> WALT: identify deciduous trees Outcome - Chn will understand what a deciduous tree is and be able to explain what makes a deciduous tree.</p> <p><b>Link to challenge outcome (for weeks learning) –</b> children will be able to recognise geographical features of their local area. They will be able to confidently share these features.</p>	<p><a href="#">International Day for the Eradication of Poverty</a> (17 October)</p>
Homeavork	<p>Number bond or timetables practise: number bonds to 10 (muddled up)</p>	<p>Spellings: bread spread read dead head heavy pleasant weather CEW: go</p>	<p>Reading book/ books on Bug Club</p>	<p>Flipped homework: Children to list possible jobs within the school community.</p>	<p>6MC Class assembly 5RG INSPiRE</p>
18.10.21	<p><b>Area of learning:</b> Addition</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Addition (within 10)</li> </ul> <p><b>Mental maths focus:</b> adding one digit numbers.</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Write a post card telling someone about our school</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Paired shared write from pictures to be used in outcome</li> <li>- Children to write correctly punctuated simple sentences to retell story using pictures</li> <li>- High 5 sentence criteria</li> <li>- Write capital letters correctly</li> <li>- Begin to punctuate sentences using capital letters and full stops</li> </ul>	<p><b>Year 1 sounds:</b> ar</p> <p>CEW: so</p> <p><b>Reading lesson:</b> Sequence Bear Shaped</p>	<p><b>What is important about my local area?</b></p> <p><b>Killer question</b> What is a community? What is our local area like?</p> <p>Geography As <b>Geographers</b>, WALT: understand the difference between human and physical features. Outcome: Children will know the difference between a human and physical features.</p> <p>Geography 1.4d As <b>Geographers</b>, WALT: use simple fieldwork skills to identify the geographical features of our local area. Outcome: Children will sort human and physical features of their local area (based on walk).</p>	<p><a href="#">Anti-Slavery Day</a> (18 October) <a href="#">The Prophet Muhammad's birthday</a> (19 October) <a href="#">International Stammering Awareness Day</a> (22 October)</p>

		<ul style="list-style-type: none"> <li>- Leave spaces in between words accurately and consistently</li> <li>- Say my sentences out loud</li> </ul> <p>Write sentences</p>		<p>PSHE C1.4 As <b>Citizens</b> WALT: identify jobs in my local community. Outcome - Chn will list jobs that link to their local community.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will have an awareness of human and physical features of their local area.</p>	
Homework	Number bond or timetables practise: number bonds to 10 (check and correct)	<p>Spellings: car parcel Mark park start sharp harm part CEW: so</p>	Reading book/ books on Bug Club	<p>Flipped homework: Children to go on a local walk and note the human and physical features of their local area.</p>	<p>3TB INSPIRE Everybody write day</p>
25.10.210				<i>Half Term</i>	Halloween (31 October)
01.11.21	<p><b>Area of learning:</b> Subtraction</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Subtraction (within 10)</li> </ul> <p><b>Mental maths focus:</b> counting backwards from a given number</p>	<p><b>Purpose:</b> To Inform <b>Text type:</b> Letter <b>Text used:</b> Herman's Letter</p> <p>Audience: write a letter to a school in a different country</p> <p>Hook: book left with a letter from far, far away school wanting to know about life in the UK</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Share key text</li> <li>- Read and RIP – letter (high 5 sentences, chronology, time connectives)</li> <li>- <i>Understand what time order is (chronology) and why it is important to retell events in order</i></li> <li>- <i>Know what time connectives do and where to position them in sentences</i></li> <li>- <i>Learn a range of time connectives that can be used to sequence sentences</i></li> </ul>	<p><b>Year 1 sounds:</b> a-e</p> <p>CEW: he, be, me</p> <p><b>Reading lesson:</b> Hot seat a character – feelings Text: Herman's Letter</p>	<p><b>Then and now - how has my local area changed?</b></p> <p><u>Killer question</u> <b>What is our local area like? What is different in the past?</b></p> <p>History H1.1b As <b>Historians</b>, WALT: sequence photographs from different periods on a simple timeline. Outcome – Chn will be able to say which photographs came first and suggest how they know.</p> <p>History H1.2f As <b>Historians</b>, WALT identify similarities and differences between life in the past and the present Outcome - Chn will be able to describe some of the ways that Smethwick has changed and suggest reasons why.</p> <p>History H1.3d As <b>Historians</b>, WALT compare aspects of life in different periods Outcome - Chn will be able compare life now to life in the past.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will have an understanding of changes in their</p>	<p><a href="#">All Saints' Day</a> (1 November) <a href="#">Diwali/Deepavali</a> (4 November) <a href="#">Guy Fawkes Day</a> (5 November)</p>

				local area over time and why these changes have occurred.	
Homework	Number bond or timetables practise: number bonds to 20 (in order, links to 10 tt)	Spellings: space shave taste shade brave brake snake chase CEW: he, be, me	Reading book/ books on Bug Club	Flipped homework: Children to use images provided to think about changes in history for children of different periods.	3SB INSPIRE
08.11.21	<p><b>Area of learning:</b> Subtraction</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Finding the difference</li> <li>- Comparing addition and subtraction statements.</li> </ul> <p><b>Mental maths focus:</b> taking away 1 digit.</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Letter</p> <p><b>Text used:</b> Herman's Letter</p> <p>Audience: write a letter to a school in a different country</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- <i>Understand what a noun is - linked to our school</i></li> <li>- <i>Recognise nouns as objects, people and places</i></li> <li>- Plan a letter</li> </ul>	<p><b>Year 1 sounds:</b> e-e</p> <p>CEW: she, we</p> <p><b>Reading lesson:</b> Vocabulary Text: Welcome to our world</p>	<p><b>On the map – where are we?</b></p> <p><b>Killer question</b> What is it like in England and the United Kingdom? Where is our school? Where do we live? What is our local area like?</p> <p>Geography 1.4a As <b>Geographers</b>, WALT: use world maps and globes to identify the UK Outcome – Chn will be able to locate to UK on a world map and name the surrounding seas.</p> <p>Geography 1.1b As <b>Geographers</b>, WALT: name and locate the four countries of the UK. Outcome – Chn will be able to name and label the four countries of the UK and say which country we live in.</p> <p>Geography 1.1b As <b>Geographers</b>, WALT: identify the four capital cities of the UK Outcome – Chn will be able to name and match the four capital cities of the UK.</p> <p><b>Link to challenge outcome (for weeks learning) –</b> children will understand where their community is in relation to the United Kingdom.</p>	<p><a href="#">World Science Day</a> (10 November)</p> <p><a href="#">Armistice/Remembrance Day</a> (11 November)</p> <p><a href="#">World Diabetes Day</a> (14 November)</p>
Homework	Number bond or timetables practise: number bonds to 20 (missing numbers)	Spellings: complete, delete, even, these, theme, extreme, evening, athlete CEW: she, we	Reading book/ books on Bug Club	Flipped homework: Children to locate the UK on a map and learn the 4 capital cities.	3JF INSPIRE



15.11.21	<p><b>Area of learning:</b> 2D Shape</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and name 2D shapes</li> <li>- Sort 2D shapes</li> <li>- Patterns with 2D shapes</li> </ul> <p><b>Mental maths focus:</b> addition doubles</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Letter</p> <p><b>Text used:</b> Herman's Letter</p> <p>Audience: write a letter to a school in a different country</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Class shared write</li> <li>- <i>Write sentences: sequencing them</i> – letter to explain school life in the UK</li> <li>- Children to check high 5 sentences</li> </ul>	<p><b>Year 1 sounds:</b> i-e</p> <p>CEW: by, my</p> <p><b>Reading lesson:</b> Prediction Text: Under the Same Sky</p>	<p><b>What is it like in a different country in the world?</b> Killer question <i>What is it like in a different country in the world?</i> <i>What might life be like for a different family in a community in a different country?</i> <i>What might life be like for a different family in a community in a different country?</i></p> <p>Geography 1.2a As <i>Geographers</i>, WALT: find out about a non-EU country (Ghana tbc) Outcome - Children will know where Ghana is on a map and some key information.</p> <p>Geography 1.2a As <i>Geographers</i>, WALT: identify similarities and differences between UK and Ghana (tbc) so that we can compare the UK to a non-EU country. Outcome - Identify similarities and differences between the UK and Ghana. Look at images; compare family life in the UK to a community in Ghana.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will have an understanding of a different country that is different to theirs.</p>	<p><a href="#">Road Safety Week</a> (begins 15 November)</p> <p><a href="#">Anti-Bullying Week</a> (begins 15 November)</p> <p><a href="#">Birthday of Guru Nanak Jayanti</a> (19 November)</p> <p><a href="#">World Children's Day</a> (20 November)</p>
Homework	<p>Number bond or timetables practise: number bonds to 10 and 20 muddled up</p>	<p>Spellings: time, shine, mine, prize, nice, invite, inside, slide CEW: by, my</p>	<p>Reading book/ books on Bug Club</p>	<p>Flipped homework: Children to find out key information about Ghana.</p>	<p>4PA Assembly 1FG INSPiRE</p>
22.11.21	<p><b>Area of learning:</b> 3D Shape</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Recognise and name 3D shapes</li> <li>- Sort 3D shapes</li> <li>- Patterns with 3D shapes</li> </ul> <p><b>Mental maths focus:</b> halving doubles</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Non-chronological report (about a school far away)</p> <p><b>Text used:</b> One Day So Many Ways</p> <p>Hook: Mr Reed email – wanting to know about school life in a different country</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Share key text</li> <li>- Read and RIP – non chron report</li> <li>- Understand the difference between fact and fiction</li> </ul>	<p><b>Year 1 sounds:</b> o-e</p> <p>CEW: house</p> <p><b>Reading lesson:</b> To retell a known a story Text: We're Going on a Bear Hunt</p>	<p><b>What are everyday materials?</b> Killer question <i>Can you describe different objects and the material they are made out of?</i> <i>Which other objects are made of the same materials?</i> <i>Can you describe the properties of different materials?</i> <i>Why are these good materials for these objects to be made from?</i></p> <p>Science S1.1x As <i>Scientists</i>, WALT: identify and name a variety of everyday materials (wood, plastic, glass, metal, water, rock) Outcome - Children will be able to name a variety of materials.</p> <p>Science S1.1w</p>	<p><a href="#">Disability History Month</a> (begins 22 November)</p> <p><a href="#">Hanukkah</a> (begins 28 November)</p>

				<p>As <b>Scientists</b>, WALT: distinguish between an object and the material with which it is made (suggesting where this is the best material)          Outcome - Children will be describe different objects and the materials they are made out of.</p> <p>Science S1.1z          As <b>Scientists</b>, WALT: compare and group together a variety of everyday materials on the basis of their simple physical properties          Outcome - Children will be compare and group everyday materials.</p> <p><b>Link to challenge outcome (for weeks learning)</b> – children will be aware of materials that are most suited for their Art and DT project.</p>	
Homework	Number bond or timetables practise: 10x table (learn a song, CAF the TT they remember)	Spellings: phone, stone, alone, home, those, woke, bone, explode CEW: house	Reading book/ books on Bug Club	Flipped homework: Children to list all of the everyday materials they are familiar with and give examples of objects made from these materials.	4PM Assembly 1TG INSPiRE Parents evening
29.11.21	<p><b>Area of learning:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Count to 20</li> <li>- Count one more within 20</li> <li>- Count one less within 20</li> </ul> <p><b>Mental maths focus:</b> count forwards and backwards within 20</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Non-chronological report (about a school far away)</p> <p><b>Text used:</b> One Day So Many Ways</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Understand what a question is</li> <li>- Learn a range of question words that could be used to begin a sentence</li> <li>- Know how to form a question mark and where to use it in a sentence</li> <li>- Begin to punctuate sentences with question marks</li> </ul>	<p><b>Year 1 sounds:</b> u-e</p> <p>CEW: friend</p> <p><b>Reading lesson:</b> Recognises and joins in with predictable phrases. Text: Bear Hunt</p>	<p><b>Can we use Art and DT skills to make a traditional headpiece?</b></p> <p>DT 1.1b          As <b>Design technicians</b>, WALT: generate ideas based on other's ideas/experiences so that we can create a headdress design          Outcome: Children will generate ideas for making a headband in the style of Esther Mahlangu.</p> <p>Art A2.3d          As <b>Artists</b>, WALT: know that images can be repeat printed to make patterns and pictures          Outcome: Children will create a repeating pattern for their headdress.</p> <p>DT 1.1c          As <b>Design technicians</b>, WALT: decide who the product is for and how it might work          Outcome: Children to make their headdress.</p> <p>DT 1.4c          As <b>Design technicians</b>, WALT: discuss what I like and dislike about how I made my product and what I could improve on          Outcome: Children to complete an evaluation on their</p>	<p><a href="#">St Andrew's Day</a> (30 November)  <a href="#">Advent</a> (begins 1 December)  <a href="#">World AIDS Day</a> (1 December)  <a href="#">International Day for the Abolition of Slavery</a> (2 December)  <a href="#">International Day of People with Disabilities</a> (3 December)</p>

				headdress (links to Cort 1 and thinking hats).  <b>Link to challenge outcome (for weeks learning)</b> – children will be able to use their knowledge of materials to create a suitable traditional headpiece.	
Homework	Number bond or timetables practise: 10x table (in order)	Spellings: flute rude tube huge cube use computer June CEW: friend	Reading book/ books on Bug Club	Flipped homework: To become familiar with the work of Esther Mahlangu.	4OS Assembly 1SS INSPIRE
06.12.21	<b>Area of learning:</b> Place Value  <b>Knowledge and skills:</b> - Order up to 20 objects - Order numbers up to 20 - Compare numbers within 20  <b>Mental maths focus:</b> Counting forwards and backwards from a given number (within 20)	<b>Purpose:</b> To Inform <b>Text type:</b> Non-chronological report (about a school far away) <b>Text used:</b> One Day So Many Ways  <b>Knowledge and Skills:</b> - <i>Understand what a statement is</i> - <i>Recognise statements and questions</i> - <i>Write sentences: re-reading what I have read to check they make sense</i>	<b>Year 1 sounds:</b> ue  CEW: school <b>Reading lesson:</b> Phonics assessments	<b>Can we make and follow a route?</b>  ICT C1.3a As <b>Digital technicians</b> , WALT: understand what algorithms are Outcome: Children to explain what an algorithm is (list of step by step instructions). Children to work in pairs to explain to their peers what each button does on the Bee-bot.  ICT As <b>Digital technicians</b> , WALT: make routes using Beebot website around a community map Outcome: Children to use <a href="http://www.beebot.terrapiinlogo.com">www.beebot.terrapiinlogo.com</a> to make routes for a peer.  ICT As <b>Digital technicians</b> , WALT: follow routes using Beebot website around a community map Outcome: Children to use teacher made routes to follow the commands on website above.  <b>Link to challenge outcome (for weeks learning)</b> – children will be able to navigate their way around their local area using ICT skills.	Hanukkah (ends 6 December) <a href="#">Human Rights Day</a> (10 December)
Homework	Number bond or timetables practise: 10x table (muddled up)	Spellings: rescue true clue blue glue argue tissue statue CEW: school	Reading book/ books on Bug Club	Flipped homework: Children to use a given map of their local area to make a simple set of instructions for getting from Asda to VPA.	Winter fair (Tues)
13.12.21	<b>Assessment week/PUMA</b>	<b>Purpose:</b> To Inform <b>Text type:</b> Non-chronological report (about a school far away)	<b>Assessment week/PIRA</b>	<b>Why is December an important month to Christians?</b>	<a href="#">Jane Austen's birthday</a> (16 December)

		<p><u>Text used:</u> One Day So Many Ways</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Class shared write</li> <li>- Writing outcome</li> </ul>		<p>RE As <b>Theologians</b>, WALT: understand Christians beliefs about God Outcome: See RE subject overview.</p> <p>RE As <b>Theologians</b>, WALT: understand why Christmas matters to Christians Outcome: See RE subject overview.</p> <p>RE As <b>Theologians</b>, WALT: think about how we celebrate special times Outcome: See RE subject overview.</p> <p><b>Link to challenge outcome (for weeks learning) – discrete</b></p>	
Homework	Number bond or timetables practise: 10x table (check and correct)	Spellings: he be me she we by my house friend school (CEW focus)	Reading book/ books on Bug Club	Flipped homework: Children to use link provided to become familiar with the Nativity story.	Y2 Nativity (Tues) EYFS Carol concert (Weds) Pantomime (Thurs)