





Curriculum | Medium Term Plan – Autumn 2023 – Year One



Victoria Park
Primary Academy

Challenge Pack:	Far Far Away - How can we connect with communities far away?	Challenge outcome:	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.	NC Year: Length of term:	(8 & 7 weeks)		
Summary:	Children will develop an understanding of the local area past and present before sharing what they have learned with a different community (Rowley Park – Trust school) They will then study a different community making comparisons to their own.						
Key texts:	Fiction: Grandad’s Island, Lost and Found Incredible You, Here We Are Postman Bear, Herman’s Letter Meerkat Mail Non-Fiction: Welcome to Our World One Day So Many Ways The Big Book of the UK Our World	Trips and visits:	Planned walk around Smethwick and our local community	Inspire parent sessions:	1TG 15/11/23 1NH 29/11/23 1MH 22/11/23		
		Science Units	Plants Everyday materials	PE: Music:	Personal, Social, Cognitive, Creative, Applying Physical, Health and Fitness Percussion		
	Physical Oracy (Voice, Body Language)		Linguistic Oracy (Vocabulary, language, rhetorical techniques)		Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)		Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)
To use body language to show listening. To experiment with adjusting tone, volume and pace.		To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other’s ideas in group discussion (e.g. ‘I agree with... because ...’ ‘Linking to ...’).		To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else’s opinion politely. To explain ideas and events in chronological order.		Listen carefully to others. To participate in group discussions independently of an adult.	

	Maths:	English:	Phonics:	NICER:	Discrete/ Special events:
04.09.23 (1)	<p>Area of learning: Place Value (within 10)</p> <p>Only practical activities:</p> <ul style="list-style-type: none"> - Counting to 10 - Count objects <p>Sort out objects</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> - Letter formation - Name writing <p>Writing Focus: Draw and label a picture of myself</p> <p>Text used: Incredible You!</p>	<p>Rocket Phonics: Assessment</p>	<p>What is the challenge? 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>TASC Wheel - Complete Explore the Challenge sheet</p> <p>Hook Day Read letter/email from Trust school – they want to learn about Smithwick and our community/school. What can we share?</p>	<p>Monday – All staff INSET:</p> <p>Tuesday – All staff INSET</p> <p>Wednesday 07.09.22 – children return (1-6)</p> <p>Thursday/Friday: Stay and play in EYFS</p> <p>International Literacy Day</p> <p>World First Aid Day</p>
Homework	Counting to 5	<p>Spellings:</p> <p>CEW:</p>	Rocket Phonics Levelled reader	<p>Flipped homework: Bring a family photo into school and discuss where you family is from.</p>	

11.09.23. (2)	<p>Area of learning: Place Value (within 10)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Count objects to 10 - Count objects from a group of 10 - Represent up to 10 objects - Represent numbers to 10 - Recognise numbers as words <p>Mental maths focus: Counting forwards and backwards within 10</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> - Letter formation - Name writing activity - Using our sounds to write (make new words for Oof) - Label Oof and Pib <p>Writing Focus: To use phonetic knowledge to sounds out and write words related to our story.</p> <p>Text used: When Oof Makes an Ouch (CVC focus)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Share key text - <i>Name the letters of the alphabet in order.</i> 	<p>Rocket Phonics: Week 25 Booklet 3 Sounds ar and or</p> <p>CEW: some, one, said</p>	<p>Getting to know you</p> <p>Killer Questions How can we make right choices? What is a plant? Can you label the different parts of a plant?</p> <p>PSHE C1.3 As Citizens 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 Citizens 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 S1.1i As Scientists WALT: identify the basic structure of a flower. Outcome - Chn will label a real flower. They will have visual aids and word banks to support.</p> <p>Link to challenge outcome (for weeks learning) – children will gain an understanding of the structure of flowers in their local area.</p>	<p>Roald Dahl Day</p> <p>British Science Festival (week)</p> <p>National Teacher Assistant day</p> <p>Rosh Hashanah</p>
	Homework	Counting forwards to 10	<p>Spellings: jar, shark, car, corn, torch, thorn, fork CEW: some, one, said</p>	Rocket Phonics Levelled reader	<p>Flipped homework: Children to make a poster showing their school and classroom rules.</p>

18.09.22 (3)	<p>Area of learning: Place Value (within 10)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Count forwards to 10 - Count one more for numbers within 10 - Count backwards from 10 - Count one less for numbers within 10 <p>Mental maths focus: Counting one more and one less than a given number within 10</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> - Listen to stories - Vocabulary - Capital letters - CVC words <p>Writing Focus: To use phonetic knowledge to sounds out and write words related to our story.</p> <p>Text used: When Oof Makes an Ouch (CVC focus)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Share key text - <i>Name the letters of the alphabet in order.</i> - <i>Capital letters</i> 	<p>Rocket Phonics: Week 26 Booklet 3 Sounds ur and ow (ou)</p> <p>CEW: Come, do, so</p>	<p>What is special about my family?</p> <p>Killer Questions What does family mean? Who is your family? Which one of our school values links to family? Can you name and identify some different types of plants?</p> <p>PSHE A1.1 As Citizens 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 Citizens 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 S1.1h As Scientists WALT: understand what a common wild plant is. Outcome - Chn will know what a common wild plant is.</p> <p>Link to challenge outcome (for weeks learning) – children will gain an understanding about wild plants in the local area.</p>	<p>Jeans for Jeans Week</p> <p>British Food Fortnight</p> <p>International day of peace</p> <p>Recycling week</p> <p>National fitness day</p> <p>Talk like a pirate day</p> <p>Autumn Equinox</p>
	Homework	<p>Counting backwards from 10</p>	<p>Spellings: burst, curls, turn, owl, cow, crown, brown CEW: come, do, so</p>	<p>Rocket Phonics Levelled reader</p>	<p>Flipped homework: Children to choose one of their happy family relationships and explain why it is happy.</p>

Area of learning: Place Value (within 10)

Knowledge and skills:

- Compare up to 10 objects by matching
- Introduce < > and for numbers within 10
- Fewer, more
- Less than, greater than, equal to
- Compare numbers within 10

Mental maths focus:

Counting forwards and backwards from a given number (within 10)

Basic skills:

- Listen to stories
- Orally create sentences
- Capital letters
- CVC words
- Full stops

Writing Focus: To use phonetic knowledge to sounds out and write words related to our story.

Text used: The Jolly Postman

Knowledge and Skills:

- Share key text
- *Full stops*
- *Capital letters*

Rocket Phonics:

Week 27
Booklet 3
Sounds oi and ear (eer)

CEW:

were, when

What is a community?

Killer Questions

What is a community?

What is the difference between a wild and a garden plant?

PSHE C1.5/1.7

As **Citizens** WALT: describe what a community is and how I have done something to help our community.

Outcome – Chn will be able to verbally describe our community (school) and say some words to describe it. They will be exploring different ways of helping others, then they will share their thoughts.

Geography 1.4/1.4a

As **Geographers**, WALT: use a simple map to follow a route so that we can create our own map (walk to local area)

Outcome – Chn will complete a CAFRA for their walk. They will look at the route we would take. After the walk, they will draw a simple map.

Geography 1.5/1.5a

As **Geographers**, WALT: draw features found on our local walk so that we discuss directions.

Outcome – Chn will draw and locate some features of their local walk.

Science S1.1h

As **Scientists** WALT: understand what a common garden plant is

Outcome - Chn will know what a common garden plant is.

Link to challenge outcome (for weeks learning) – children will know what a community is. They will have a definition known to share with their families at their outcome.

European day of languages

Sukot

Homework	Counting from a given number to 10	Spellings: coin, poison, avoid, boil, ear, beard, earring, hear CEW: were, when	Rocket Phonics Levelled reader	Flipped homework: Children to CAF ideas for what a community is and make links to their school community.	6MA Class assembly 5RG INSPIRE
02.10.23 (5)	<p>Area of learning: Place Value (within 10)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Order up to 10 objects - Order numbers up to 10 - Number line (to 10) <p>Mental maths focus: Counting forwards and backwards from a given number (within 10)</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> - Orally create sentences - Capital letters - Full stops <p>Writing Focus: To construct and write a simple sentence (colourful semantics cards)</p> <p>Text used: The Jolly Postman</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Share key text - Say my sentence out loud - Full stops - Capital letters - Simple sentences - Nouns 	<p>Rocket Phonics: Week 28 Booklet 3 Sounds air and ure (y+oor)</p> <p>CEW: have, there</p>	<p>Snap, snap! Photographing my community</p> <p>Killer Questions: Can you identify and name some of the tools within the camera app? What is a tree? Can you label the different parts of a tree?</p> <p>ICT As Digital Technicians, WALT: use tools within the Camera app (flash, filter, and timer). Outcome - Chn will know how and when to safely and sensibly use the flash, filter and timer tools.</p> <p>ICT C1.1b As Digital Technicians, WALT: take photos and use tools within the camera app (rotation, crop). Outcome - Chn will take photos and know how to rotate and crop photos.</p> <p>Thinking hats/PMI based on Hook</p> <p>Art 2.1a As Artists, WALT: Record and explore ideas from first hand observations. Outcome - Chn to use a photograph they took from their walk to sketch a picture.</p> <p>Science S1.1i As Scientists 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>Link to challenge outcome (for weeks learning) – children will have photographs of their local area to display at their outcome and to talk about.</p>	<p>BLACK HISTORY MONTH</p> <p>World Space week</p> <p>National poetry day</p> <p>World teacher day</p> <p>World animal day</p> <p>Yom Kippur</p>
Homework	Order numbers to 10	Spellings: chair, stairs, pair, hair, manure, mature, secure, pure CEW: have, there	Rocket Phonics Levelled reader	Flipped homework: Children to list rules for their hook trip walk.	6JD Class assembly 5JS INSPIRE

09.10.23 (6)	<p>Area of learning: Addition and Subtraction (within 10)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Introduce part part whole - Part part whole model - Write number sentences <p>Mental maths focus: Counting forwards and backwards from a given number (within 10)</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> - Orally create sentences - Capital letters - Full stops - Finger space <p>Writing Focus: To construct and write a simple sentence (colourful semantics cards)</p> <p>Text used: The Jolly Postman</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Say my sentence out loud - Full stops - Capital letters - Finger space - Simple sentences - Adjectives 	<p>Rocket Phonics: Week 29 Booklet 3 Sounds er, consolidate ar & or and consolidate ur & ow</p> <p>CEW: Out, like</p>	<p>What is important about my school community?</p> <p>Killer Questions</p> <p>Who are some of the people in your community (school) and what roles do they play? What is a community? What is our local area like? What is an evergreen tree?</p> <p>Geography 1.4d As Geographers, WALT: use simple fieldwork skills to identify the geographical features of our school. Outcome - Chn 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>Geography As Geographers, WALT: understand the difference between human and physical features. Outcome - Chn will know the difference between a human and physical feature.</p> <p>Science S1.1h As Scientists 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>Link to challenge outcome (for weeks learning) – children will be able to recognise geographical features of their local area. They will be able to confidently share these features.</p>	<p>World Mental Health day</p> <p>International day of the girl</p>
	Homework	<p>Adding two groups of objects</p>	<p>Spellings: hammer, smarter, summer, bigger, cord, orn, down, hurt CEW: out, like</p>	<p>Rocket Phonics Levelled reader</p>	<p>Flipped homework: Children to list possible jobs within the school community.</p>

16.10.23 (7)	<p>Area of learning: Addition (within 10)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Fact families – addition facts - Number bond within 10 (e.g. 5) - Number bonds to 10 - Find number bonds for numbers within 10 - Compare number bonds <p>Mental maths focus: number bond recall</p>	<p>Basic skills:</p> <ul style="list-style-type: none"> - Orally create sentences - Capital letters - Full stops - Finger space <p>Writing Focus: To write simple sentences about <i>myself</i> and <i>my family</i> using finger spaces and capital.</p> <p>Text used: The Jolly Postman</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Share key text - Read and RIP features of character descriptions - <i>Understand the concept of a sentence as a complete thought or idea</i> - <i>Begin to punctuate sentences using capital letters</i> - <i>Say my sentences out loud</i> - <i>Nouns</i> - <i>Adjectives</i> 	<p>Rocket Phonics:</p> <p>Week 30 Booklet 3 Sounds consolidate: oi, ear air, ure er, ar or, ur</p> <p>CEW: Little, what</p>	<p>My community</p> <p>Killer Questions</p> <p>What does forgiveness mean? Is it important to forgive? What happens when forgiveness is not given? Can you give an example when you forgive someone? Who is the key figure in Christianity? What is a deciduous tree?</p> <p>RE As Theologians, WALT: explore the idea of forgiveness. Outcome – Chn will discuss what forgiveness means and make connections with school life.</p> <p>RE As Theologians, WALT: discuss what Christians believe God is like. Outcome – Chn verbally discuss feelings and emotions after listening to a parable.</p> <p>PSHE C1.4 As Citizens WALT: identify jobs in my school community and local community. Outcome - Chn will label people who are integral in the community (school) and say what they do.</p> <p>Science S1.1h As Scientists 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>Link to challenge outcome (for weeks learning) – children will have an awareness of people with different jobs and religions in their local community.</p>	World food day
Homework	Number bonds to 5	<p>Spellings: deer, joint, fair, cure, thunder, smart, turnip, orbit CEW: little, what</p>	Rocket Phonics Levelled reader	Flipped homework: Children to go on a local walk with parents and discuss which jobs they can see.	3TB INSPIRE Everybody write day
23.10.23 (8)	First half term – retrieval and recap	Whole school Writing Project – Linked to Opal Play projects			

Half term

Area of learning: Addition (within 10)

Knowledge and skills:

- Addition (within 10)
- Addition problems
- Find a part

Mental maths focus: adding one-digit numbers.

Writing Focus: To write sentences about *my school* (to compare it with schools from far away)

Text used:

Knowledge and Skills:

- *High 5 sentence criteria*
- *Begin to punctuate sentences using capital letters and full stops*
- *Leave spaces in between words accurately and consistently*
- *Say my sentences out loud*
- *Write sentences*

Rocket Phonics:

Week 31
Booklet 3
Sounds wh (w) and ph (f)

CEW:

Some, one, said

Then and now - how has my local area changed?

Killer Questions

What is our local area like? What is different in the past?

Can you describe different objects and the material they are made out of?

Which other objects are made of the same materials?

Can you describe the properties of different materials?

Why are these good materials for these objects to be made from?

History H1.1b

As **Historians**, 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.

History H1.2f

As **Historians**, 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.

Science S1.1x

As **Scientists**, WALT: identify and name a variety of everyday materials (wood, plastic, glass, metal, water, rock)

Outcome – Chn will be able to name a variety of materials.

Link to challenge outcome (for weeks learning) –

children will gain an understanding of changes in their local area over time and why these changes have occurred.

Beaver Moon

World Science day

National Recycling week

Remembrance day
Diwali

Homework	Number bonds to 10	Spellings: wheel, whisk, whisper, when, dolphin, alphabet, elephant CEW: some, one, said	Rocket Phonics Levelled reader	Flipped homework: Children to use images provided to think about changes in history for children of different periods.	3SU INSPIRE
13.11.23 (10)	Area of learning: Subtraction (within 10) Knowledge and skills: - Subtraction (within 10) Take away by crossing, take away using the symbol, find a part (the value of a missing number), using number line/counting back Mental maths focus: counting backwards from a given number	Purpose: To Inform Text type: Postcard Audience: Write a post card telling someone about our school Text used: Meerkat Mail Knowledge and Skills: - Share key text - Read and RIP – post card - Features of a post card - <i>High 5 sentence criteria</i> - <i>Begin to punctuate sentences using capital letters and full stops</i> - <i>Leave spaces in between words accurately and consistently</i> - <i>Say my sentences out loud</i> - <i>Write sentences</i>	Rocket Phonics: Week 32 Booklet 3 Sounds ay (ai) and a-e (ai) CEW: Come, do, so	On the map – where are we? Killer Questions Where do we live? What is our local area like? Can you name the seas/ocean surrounding the UK? What is our local area like? What is different in the past? Can you name different materials? History H1.3d As Historians , WALT compare aspects of life in different periods Outcome - Chn will be able compare life now to life in the past. Geography 1.4a As Geographers , 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/ocean. Science S1.1w As Scientists , WALT: distinguish between an object and the material with which it is made (suggesting where this is the best material) Outcome – Chn will be able to describe different objects and materials that made out of. Link to challenge outcome (for weeks learning) – children will understand where their community is in relation to the United Kingdom.	Road Safety Week Anti-Bullying week Inter faith week Children in need
	Counting backwards from a given number (within 10)	Spellings: crayon, tray, play, hay, cake, snake, spade CEW: come, do, so	Rocket Phonics Levelled reader	Flipped homework: Children to locate the UK on a map and learn the 4 capital cities.	4PA Assembly 1TG INSPIRE

20.11.23 (11)	<p>Area of learning: Subtraction (within 10)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Finding the difference - Comparing addition and subtraction statements. <p>Mental maths focus: taking away one-digit.</p>	<p>Purpose: To Inform</p> <p>Text type: Postcard</p> <p>Audience: Write a post card telling someone about our school</p> <p>Text used: Meerkat Mail</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Plan - Class shared write - Draft & Publish - <i>High 5 sentence criteria</i> - <i>Begin to punctuate sentences using capital letters and full stops</i> - <i>Leave spaces in between words accurately and consistently</i> - <i>Say my sentences out loud</i> - <i>Write sentences</i> 	<p>Rocket Phonics: Week 33 Booklet 3 Sounds a (ai) and e-e (ee)</p> <p>CEW: Were, when</p>	<p>What is it like in a different country in the world?</p> <p>Killer Question What is it like in England and the United Kingdom? Where is our school? Where do we live? What is our local area like? Can you name the seas/ocean surrounding the UK? Can you compare different objects? Can you describe their properties?</p> <p>Geography 1.1b As Geographers, WALT: name and locate the four countries of the UK and 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 Geographers, 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>Science S1.1z As Scientists, WALT: compare and group together a variety of everyday materials on the basis of their simple physical properties Outcome – Chn will compare and group everyday materials.</p>	<p>Thanksgiving</p> <p>First Sunday of Advent</p>
	Homework	<p>Looking for 2D shapes in the environment</p>	<p>Spellings: apron, acorn, bagel, label, complete, delete, even, theme CEW: were, when</p>	<p>Rocket Phonics Levelled reader</p>	<p>Flipped homework: Children to find out key information about another town in the West Midlands</p>

Area of learning: 2D Shape

Knowledge and skills:

- Recognise and name 2D shapes
- Sort 2D shapes
- Patterns with 2D shapes

Purpose: To Inform

Text type: Letter

Text used: Herman's Letter

Audience: write a letter to a school in a different country

Hook: book left with a letter from far, far away school wanting to know about life in the UK

Knowledge and Skills:

- Share key text
- Read and RIP – letter
- *Understand what time order is (chronology) and why it is important to retell events in order*
- *Understand what a noun is*
- *Recognise nouns as objects, people and places*
- Plan a letter

Rocket Phonics:

Week 34
Booklet 3
Sounds ie (ee) and ea (ee)

CEW:

Have, there

Killer Question

What is it like in a different country in the world?
What might life be like for a different family in a community in a different country?
What might life be like for a different family in a community in a different country?
Can you name different materials?
Can you give an example of each material that you have named?
Can you give one word to describe the property of that object?

Geography

As **Geographers**, WALT: find out about another community in the UK.

Outcome - Chn will know where Trust school is on a map and some key information.

Geography 1.2a

As **Geographers**, WALT: identify similarities and differences between two communities in the UK.

Outcome - Identify similarities and differences between our school and rust school. Look at images to compare.

Science 1.1c/1.1e

As **Scientists**, WALT: identify and name materials so that we can gather data about their properties.

Outcome - Chn to name different materials and go on a material hunt in the classroom. Then sort them out into groups (glass, metal, wood & plastic) and make a bar graph to record their data.

Link to challenge outcome (for weeks learning) – children will be learning some facts about Nigeria.

St Andrew's day

Looking for 3D shapes in the environment

Spellings: cookie, shield, field, movie, peach, leaf, beak, cream
CEW: have, there

Rocket Phonics Levelled reader

Flipped homework: Children to list all of the everyday materials they are familiar with and give examples of objects made from these materials.

4OS Assembly 1NH INSPIRE

04.12.23 (13)	<p>Area of learning: 3D Shape</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Recognise and name 3D shapes - Sort 3D shapes - Patterns with 3D shapes 	<p>Purpose: To Inform</p> <p>Text type: Letter</p> <p>Text used: Herman’s Letter</p> <p>Audience: write a letter to a school in a different country</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Class shared write - <i>Write sentences: sequencing them</i> – letter to explain school life in the UK <p>Children to check Hi5 sentences</p> <ul style="list-style-type: none"> - Draft & Publish 	<p>Rocket Phonics:</p> <p>Week 35 Booklet 3 Sounds consolidate: Wh, ph, ay and a-e</p> <p>CEW: Out, like</p>	<p>Can we use Art and DT skills to make a traditional headpiece?</p> <p>Killer Question Who is Esther Mahlangu? How can we make prints?</p> <p>DT 1.1b As <i>Design technicians</i>, WALT: generate ideas based on other’s ideas/experiences so that we can create a headdress design. Outcome – Chn will generate ideas for making a headband in the style of Esther Mahlangu.</p> <p>Art A2.3d As <i>Artists</i>, WALT: know that images can be repeat printed to make patterns and pictures Outcome - Chn will use fabric and create a repeating pattern to make a headdress.</p> <p>DT 1.1c As <i>Design technicians</i>, WALT: decide who the product is for and how it might work Outcome - Chn to make their headdress.</p> <p>DT 1.4c As <i>Design technicians</i>, WALT: discuss what I like and dislike about how I made my product and what I could improve on Outcome - Chn to complete an evaluation on their headdress (links to Cort 1 and Thinking Hats).</p> <p>Link to challenge outcome (for weeks learning) – children will be able to use their knowledge of materials to create a suitable traditional headpiece. Children will be aware of materials that are most suited for their Art and DT project.</p>	<p>International Volunteer day</p> <p>Cold Moon</p> <p>Human rights day</p>
	Homework	Sorting shapes	<p>Spellings: which, wheat, phonics, Phillip, ray, Sunday, blame, plate CEW: out, like</p>	Rocket Phonics Levelled reader	<p>Flipped homework: To become familiar with the work of Esther Mahlangu.</p>

<p>Area of learning: Place Value (within 20)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Count forwards and backwards and write numbers to 20 in numerals and words. - Numbers from 11 to 20 - Tens and ones 	<p>Purpose: To Inform</p> <p>Text type: Non-chronological report (about a school far away)</p> <p>Text used: One Day So Many Ways</p> <p>Hook: Mr Reed email – wanting to know about school life in a different country</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Share key text - Read and RIP – non-chronological report - Understand the difference between fact and fiction - <i>Understand what a question is</i> - <i>Learn a range of question words that could be used to begin a sentence</i> - <i>Know how to form a question mark and where to use it in a sentence</i> <p><i>Begin to punctuate sentences with question marks</i></p>	<p>Rocket Phonics:</p> <p>Week 36 Booklet 3 Sounds consolidate: a, e-e, ie (ee), ea (ee)</p> <p>CEW: Little, what</p>	<p>Can we make and follow a route?</p> <p>Killer Question What does the term algorithm mean? Can you predict which material would be the best to make a boat? Can you give reasons why?</p> <p>ICT C1.3a As Digital technicians, WALT: understand what algorithms are so that I can understand how algorithms runs as a programme. Outcome - Chn 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.</p> <p>ICT As Digital technicians, WALT: make and follow routes using Beebot website around a community map Outcome - Chn to use www.beebot.terrapinlogo.com to make routes for a peer.</p> <p>Science 1.1a/1.1d As Scientists, WALT: ask and answer questions to identify the best material for a particular purpose. Outcome – Chn will predict and complete and investigation make a boat using a range of materials (plastic, wood, card, paper, metal) and decide which is best.</p> <p>Link to challenge outcome – children will be able to navigate their way around their local area using ICT skills.</p>	
<p>Counting, ordering and writing numbers 1-10</p>	<p>Spellings: April, basic, compete, Steve, relief, brief, beast, teach CEW: little, what</p>	<p>Rocket Phonics Levelled reader</p>	<p>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.</p>	<p>Y2 Subject led assembly (Tues) EYFS Carol concert (Weds) Pantomime (TBC)</p>

18.12.23 (15)	<p>Assessment week/PUMA</p> <p>Area of learning: Place Value (within 20)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Count one more and one less - Compare groups of objects and numbers - Order groups of objects and numbers 	<p>Purpose: To Inform</p> <p>Text type: Non-chronological report (about a school far away)</p> <p>Text used: One Day So Many Ways</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Planning - Class shared write - Writing outcome - <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> 	<p>Rocket Phonics: Assessment Week</p>	<p>Why is December an important month to Christians?</p> <p>Killer Question</p> <p>Who celebrates Christmas? Why Christmas matters to Christian? Can you name some of the festivals that you celebrate?</p> <p>RE As Theologians, WALT: understand Christians beliefs about God. Outcome - Children will CAF their ideas about God. They will gain an understanding of Christians ideas about God ((loving, forgiving, powerful, creative).</p> <p>RE As Theologians, WALT: understand why Christmas matters to Christians. Outcome – Nativity story. They will explore the story of Lost Sheep</p> <p>RE As Theologians, WALT: think about how we celebrate special times Outcome – CAF their ideas about Christmas. Children will share what festive do they celebrate. Then verbally can compare how Christmas and other special events are celebrated.</p> <p>Link to challenge outcome – discrete</p>	
	Homework	<p>Counting, ordering and writing numbers 1-10</p>	<p>Spellings:</p> <p>CEW:</p>	<p>Rocket Phonics Levelled reader</p>	<p>Flipped homework: Children to use link provided to become familiar with the Nativity story.</p>