

What makes our world wonderful? (Would you rather live in the Arctic or Antarctica)- Autumn 2

	Wk1- 31/10	Wk2- 7/11	Wk3- 14/11	Wk4- 21/11	Wk5- 28/11	Wk6- 5/12	Wk7- 12/12	Wk8- 19/12
		Thurs-11/11 reflection time	Antibullying week- odd socks Children in need			Pantomine	Nativity Christmas dinner	
Books to support	Ebook-poles apart Winnie the witch	The Emperors Egg Fly Freddy fly Little caribou Arctic people	100 facts polar lands Melting ices PSHE-bullying etc	The night iceberg	Cinderella	Christmas nativity Stories of Jesus	Christmas/Winter stories	
WOW element	Polar expedition outside Arctic scene on tough spot Winnie the Witch afternoon	Wrapped up book- Lost and found			Create a virtual class showcase of interesting facts and work completed about the Polar regions.	Christmas decorations Antarctic explorer visitor.		
Real Maths & Role play	Weather reporters Travel agents		Odd Sock shop	Explorers shop	Beauty and the Beast Café- Pantomine	Santas toy workshop		
English	In my rucksack I will need: What will you take on an expedition to the North Pole.	Book wrapped up Letter from boy-penguin info and description Lost poster Shared Reading- Lost and Found Part 1.	Shared Reading- part 2 of book Letter of advice to get the penguin home	Shared Reading - part 3 of book Mind map how to travel to Antarctica Create a ticket	Shared Reading -final part of story Create a text map Stop at 7 continents on each day of the week	Write own version of the story over 3 days		

				Questions to explorer Own video of being an explorer.	-meet different animals Rehearse story			
	<p>Reading</p> <p>WTS- I know that there are different kinds of books.</p> <p>I know the difference between a storybook and an information book.</p> <p>I can use my phonic knowledge to decode words.</p> <p>EXS- I can blend sounds in unfamiliar words based on known GPCs</p> <p>I can say what I like or dislike about a book.</p>			<p>Writing</p> <p>WTS- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>EXS- I can use a capital letters and full stops mostly accurately. I can say out loud what I am going to write about.</p> <p>I can use a vocabulary bank to help me use interesting words and adjectives.</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>sequencing sentences to form short narratives</p>				
Handwriting letters	k,r	c,o	a, d	g,q	e, s	f,x,z		
Phonics sounds and words	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	/ai/ a-e shae /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue			
	Their, people oh your	Mr, Ms, Mrs, ask	Could, would, should, our	House, mouse, water, want				

Maths	Addition and Subtraction			Geometry – properties of shape		Numbers to 20		
Science	Animals – including workshop -name and classify into groups by what they eat and type of animal. Weather/day length		Food- animal meals for a polar animals Where animals live.					
Science Investigations	Duck feathers- waterproof	Ice cubes/ Icey path	Snowman’s coat			Santa’s present		
	<p>I can Perform simple tests. I can identify and classify.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p>							
PSHE	<p>Speak Out/Stay Safe</p> <p>Use the Mood Monsters to identify different feelings e.g. “I am blue, I am feeling sad because.”</p> <p>NSPCC ‘Pants song’ – Pantasaurus.</p> <p>Follow KS1 lesson plan on NSPCC website.</p> <p>Watch the PANTS presentation as a class.</p>	<p>Make reference to ‘kind feet, hands, words.’</p> <p>R-Time – 1.25</p> <p>Links with REAL PE -Social</p>	<p>Anti- bullying week to explore;</p> <p>‘What makes a good friend? What is bullying? How to make others feel happy,’</p> <p>Posters linked to emotions</p>	<p>Re-visit - Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p>	<p>Explore – What is the meaning of RESPECT?</p>	<p>Puppet role play exploring manners.</p>		

	I know that friends should make me feel happy. I know about the NSPCC 'pants' rule.	I know how to be a good friend. I know that everyone is different.	I know that I should never make others feel unhappy. I know what bullying is and isn't. I know that bullying is wrong.	I know who to ask for help if friends make me feel unhappy.	I know how to respect others.	I know what good manners are.	Recapping areas of learning as needed
Computing	Take photos of outside-seasons	Digitally draw and label a penguin.-store Use google to find an image and information on penguins Piccollage/J2e to label a picture. Augmented Reality – Bring Pudsey Bear to life.			Introduce QR codes- Christmas		
	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. -drawing, labelling, editing, research, AR, camera, QR codes						
History	Guy Fawkes - Gunpowder Plot	Remembrance Day	Old and new: Captain Scott's Expedition to the Antarctic. Compare photos of people and equipment from Antarctic expeditions. Children will find out facts about Preet Chandi and make comparisons between her and Captain Scott. Preet Chandi is from our city of Derby.		Christmas Traditions		
	To be taught about events beyond living memory that are significant nationally or globally		To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. To be taught about significant historical events, people and places in their own locality.			To be taught about changes within living memory.	
Geography	Compare local area to Polar regions-photos of outside/Autumn Weather patterns	Name and locate the 7 continents – revise and link to where animals live Map jigsaws Explore globes etc				Where is Bethlehem?	

	<p>I will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I will name and locate the world's 7 continents and 5 oceans.</p> <p>I will use world maps, atlases and globes to identify the continents at this key stage.</p>		<p>I will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country to the United Kingdom</p>		<p>I will use world maps, atlases and globes to identify the continents at this key stage.</p>	
RE		<p>https://www.bbc.co.uk/bitesize/subjects/zxnygk7/year/zjpqqp3- introduce Judaism as a faith</p> <p>Telling stories</p>	Share images of a synagogue	Christianity – Christmas- life of Jesus	Make comparisons to Hannukah	St Marys church visit?
		<p>Who is Jewish and what do they believe?</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p>	<p>What makes some places sacred?</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p>		
Art	<p>Sketch polar animals</p> <p>Paint a background for penguin pitch picture.</p> <p>Create a rangoli pattern, using a range of everyday items such as lego bricks, bolts, end of pencil, etc.</p>		<p>Sculpture - mod-roc model penguins/ igloos.</p> <p>Design a snowflake</p> <p>Explore resist technique to create arctic scene</p>		<p>Create a piece of Artwork</p> <p>Christmas Art–cards, calendars.</p> <p>Repeated patterns Christmas wrapping paper.</p> <p>Create arctic animal footprints stamps and stencils and create patterns on large paper. Making props for show</p>	

	<p>To use a wide range of art and design techniques using shape.</p> <p>To use a wide range of art and design techniques using form.</p> <p>Collage</p> <p>Create images from a variety of media e.g photocopies, fabric, tissue paper, magazines.</p> <p>Sort and group materials for different purposes e.g colour/ texture</p> <p>Fold, crumple, tear, and overlap.</p>	<p>I can use sculpture to develop and share my ideas, experiences and imagination.</p> <p>Use resist technique.</p>	<p>Create artworks using repeated designs and motifs.</p>			
DT	<p>- Remembrance Day poppies (split pins)- Make an outside display wreath</p>	Sculpture - mod-roc model penguins.		<p>Printing animal footprints in the snow-make a stamp.</p> <p>Exploring joining techniques in creative area</p>		
	<p>• Structures: Freestanding structures</p> <p>· Design, make and evaluate a shelter (product) for polar explorers/ Inuit people (user) for staying safe and warm (purpose).</p> <p>Making a freestanding structure. (Outlined in project on a page document)</p> <p>Designing</p> <p>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings.</p>	<p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. 	<p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 			

Music		Follow instructions. Choose sounds to represent different things in a polar picture.	Penguin pitch pictures		Listen to recorded music- give opinions PE-glow in dark Learn Christmas songs.		Christmas Show performance – take an active part in singing	
		I can learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch.	I can create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.		I can listen with concentration and understanding to a range of high-quality live music.		I can use my voice expressively and creatively by singing songs.	
PE-	<p><u>As PE Superstars we will:</u></p> <ul style="list-style-type: none"> • Name some things we are good at. • Understand and follow simple rules. • Begin to order instructions, movements and skills. • Explain why someone is working or performing well. • With help, recognise similarities and differences in performance. 							