

Creative Friday display: Rangoli Indian Patterns.


PSHE display: Brain display – What do we know? Decorate a brain.

English display: Jungle themed display

Science display: Self portraits – All about me/ animals including humans.

Visitors/ trips: Visit from ‘Jadav Payeng’ who our class story is about - hot seating opportunity.




Week	Special events	English Theme/ Focus text – Add your theme/ focus text	Maths Theme/area – Add your theme/area	Science Theme/area – Add your theme/area	PE Theme/area – Add your theme/area	Computing Theme/area – Add your theme/area	PSHE Empowerment approach – use the new planning given
							
1 1 st – 4 th Nov	INSET DAY 5 th Nov	<u>Writing outcome</u> Editing sentences. Grammar – Full stops and capital letters. Spellings – RWI red words: I the you your was	1) Recognise and name 3d shapes. 2) Sort 3d shapes. 3) Recognise and name 2d shapes. 4) Sort 2d shapes	Look how we've changed. Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense.	PREMIER SPORTS Gymnastics: Travelling and Linking Actions.	Unit 1.3 – Pictograms Unit 1.4 – Lego Builders	STAGE 1 INTRO: OUR BRAIN

2 8 th – 12 th Nov	Parent consultations	<p><u>Writing outcome</u> Writing a letter from the jungle.</p> <p>Grammar – Full stops and capital letters.</p> <p>Spellings – RWI red words: are of want what they to</p>	<ol style="list-style-type: none"> 1) Forwards and backwards and write numbers to 20. 2) Numbers 11-20. 3) Tens and ones. 4) Count one more and one less. 	<p>Look at our bodies. Look carefully at our bodies and collect data about head size, hand and foot size, hair and eye colour. Consider the question: If someone has big feet, do they also need larger gloves? Look for patterns in the measurements collected.</p>	<p>PREMIER SPORTS Gymnastics: Travelling and Linking Actions.</p>	<p>Unit 1.3 – Pictograms Unit 1.4 – Lego Builders</p>	<p>STAGE 1: BRAIN BUILDING: NEUROPLASTICITY</p>
3 15 th – 19 th Nov		<p><u>Writing outcome</u> Description of a setting.</p> <p>Grammar – Full stops and capital letters. Conjunctions.</p> <p>Spellings – RWI red words: he me we she be</p>	<ol style="list-style-type: none"> 1) Compare groups of objects. 2) Compare numbers. 3) Order groups of objects. 4) Order numbers. 	<p>What can we hear? Listen for sounds all around us - what can we hear with our ears? Can we hear the playtime bell? Consider simple factors affecting how well we hear the whistle and explore what happens when we change just one thing at a time.</p>	<p>PREMIER SPORTS Gymnastics: Travelling and Linking Actions.</p>	<p>Unit 1.3 – Pictograms Unit 1.4 – Lego Builders</p>	<p>STAGE 2: BRAIN SHAPING: WHAT AFFECTS HOW OUR BRAIN DEVELOPS?</p>

4 22 nd – 26 th Nov	Mock SATs Week	<p><u>Writing outcome</u> Description of a setting.</p> <p>Grammar – Full stops and capital letters. Conjunctions.</p> <p>Spellings – RWI red words: no so go old her baby</p>	<p>1) Addition and subtraction recap.</p> <p>2) Addition strategies.</p> <p>3) Subtraction strategies.</p>	<p>How can we sort things using senses? Explore different foods using different senses and classify into groups. Set out a Senses Market Stall in the classroom and then eat the produce! Discover that our tongues are used for sensing taste differences.</p>	<p>PREMIER SPORTS Gymnastics: Travelling and Linking Actions.</p>	<p>Unit 1.3 – Pictograms Unit 1.4 – Lego Builders</p>	<p>STAGE 3: BRAIN CONTROL: The skills that help us to achieve well in learning and life</p>
5 29 th Nov – 3 rd Dec		<p><u>Writing outcome</u> Non-fiction: fact file about Indian jungle.</p> <p>Grammar – Full stops and capital letters.</p> <p>Spellings – RWI red words: do does all call tall small</p>	<p>1) Tens and ones recap.</p> <p>2) Using a 100 square.</p>	<p>Sense explorers. Place different items (noisy, textured, smelly) in a feely bag and talk about how we know what those items are. What senses are we using? List the five senses together and go outside to explore the environment.</p>	<p>PREMIER SPORTS Gymnastics: Travelling and Linking Actions.</p>	<p>Unit 1.3 – Pictograms Unit 1.4 – Lego Builders</p>	<p>Stage 4: BRAIN BEST: WHAT WE NEED TO FEEL GOOD AND DO WELL IN LEARNING, PLAY AND LIFE</p>

6 6 th – 10 th Dec	EYFS/ KS1 Nativity	<u>Writing outcome</u> Non-fiction: fact file about the man who grew a jungle. Grammar – Full stops and capital letters. Spellings – RWI red words: many any one anyone some come	1) Recap: 3d shapes. 2) Recap: 2D shapes.	Sensory boards and bottles. Discuss what we know about all five senses. Accept a challenge to make a sensory board and bottles for a local community group. Gather together safe but stimulating things to engage the different senses. Classify these together into the five sensory groups.	PREMIER SPORTS Gymnastics: Travelling and Linking Actions.	Unit 1.3 – Pictograms Unit 1.4 – Lego Builders	HOW BIG IS YOUR NEED?
7 13 th – 17 th Dec	Xmas parties Xmas dinner Panto trip KS2 Carol Concert	<u>Writing outcome</u> Newspaper report. Grammar – Full stops and capital letters. Spellings – RWI red words: watch who where there here were	Recap: Number facts 1) Bonds to 10 2) Bonds to 20	Seasonal Changes Observe changes across the four seasons. Look at weather, plants, etc across the seasons. Create a class scrapbook.	PREMIER SPORTS Gymnastics: Travelling and Linking Actions.	Unit 1.3 – Pictograms Unit 1.4 – Lego Builders	OUR NEEDS: HOW WELL ARE YOURS NEEDS MET?

Week	Learning	Curriculum links
Session 1 R.E.	What is special about a new baby? *How is a baby welcomed into a family and into a faith community? *What does a baby need and what do we hope for its life? *What kind of ceremony could we have to welcome it?	Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
Session 2 Geography	Locating countries and capital cities of the U.K. <ul style="list-style-type: none"> Understanding compass directions Labelling a map of the U.K. Learning key features of each of the UK's capitals: Big Ben, Millenium Stadium etc. 	Geographical skills Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
Session 3 Geography	Comparing and contrasting life in India with life in the U.K. <ul style="list-style-type: none"> Studying Bexhill and the Brahmapatra river (setting of our book). Looking at maps Looking at human and physical features 	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

<p>Session 4</p> <p>Music</p>	<ul style="list-style-type: none"> Sing up Music: Jungle book 'Colonel Hathi's March'. (links to India topic) <p>Musical learning:</p> <ul style="list-style-type: none"> Listen to a piece of music and move in time to its steady beat. Recognise and respond to the musical characteristics of the music through movement /dance. Recognise similar instrument sounds used in their own classroom. 	<p>Key stage 1</p> <p>Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Session 5</p> <p>Art</p>	<p>Rangoli Patterns.</p> <p>Making Rangoli patterns using different media. Paint, pastilles, crayons, pencils.</p> <p>Studying Rangoli patterns – practicing techniques and producing our own Rangoli patterns.</p> 	<p>Art:</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
<p>Session 6</p> <p>D.T.</p>	<p>Healthy eating linked to fairtrade/ jungle produce. Making a healthy fruit salad.</p> <p>Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?• Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. e.g. What words can we use to describe the shape, colour, feel, taste?• Evaluate existing products</p>	<p>Design Technology</p> <p>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ♣ critique, evaluate and test their ideas and products and the work of others</p>

	to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. What do you prefer and why? What might we want to include in our product to meet our user's preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose	♣ understand and apply the principles of nutrition and learn how to cook.
Session 7 R.E.	Christmas story <i>*How do Christians celebrate Christmas?</i> <i>*We will look at an advent wreath. What does the word advent mean?</i> <i>*Advent is a time of preparation for the celebration of the birth of Jesus. The children will learn how the Advent Wreath is used and the meaning behind the four candles.</i> <i>*Understanding light as a religious symbol. How does light make us feel? Share 'Can't You Sleep Little Bear?'</i> <i>*How is light used at Christmas?</i> <i>*Light is used to show that Christmas is a time for happiness and warmth and to remind Christians that Jesus is the light of the world.</i> <i>*We will also learn about Christingles and the symbolism of the orange, the red ribbon, etc.</i> <i>*Why are gifts given at Christmas?</i>	<p>Christianity: Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.</p> <p>RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.</p>
French To be taught weekly	Numbers and colours in French. Counting 1-10 through songs and games. Learning the colours in French and singing songs/playing games.	<ul style="list-style-type: none"> Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.