

English

Reading:

- Introduce some of phase 5 phonics sounds.
- To encourage children to sound out, blend and segment words.
- To sight read tricky words from phase 3
- To introduce tricky words from phase 5
- To discuss what they have read and can understand and form the text and pictures.
- To sound and blend pseudo words.
- To begin to make predictions and ask questions about the text they are reading.

Handwriting:

- To introduce children to all the letters from the Letterjoin Scheme.
- To encourage children to think about their presentation when writing.
- To consider body position and hand grip when writing.
- To practice letters that are being formed incorrectly.

Writing:

- Children are encouraged to use their phase 3 and 5 phonics knowledge to build their own words and captions.
- To write labels.
- To continue to introduce and model the use of capital letters, finger spaces and full stops when writing short sentences.
- The Queen's Hat from The Write Stuff which includes adjectives, onomatopoeia and verbs.
- Our Trip to the Woods recount from The Write Stuff which includes titles, subtitles, questions, prepositional language and conjunctions.

Grammar, Punctuation & Spelling:

- To model the use of capital letters, finger spaces and full stops.
- To begin to spell High Frequency Words correctly.

Maths

Addition and subtraction (within 10)

- To use parts and wholes to show addition.
- To use fact families.
- To find number bonds using systematic methods.
- To add more using known facts.
- To take away, thinking about how many are left and finding the difference.
- To compare addition and subtraction.

Geometry

- To recap knowledge of 2D shapes.
- To investigate 3D shapes and their properties.
- To use shapes to make patterns



Vocabulary: add, addition, subtraction, decreasing, facts, place value, 2D, 3D, cube, cuboid, sphere, cylinder, pyramid, cone.

Science

Unit: Identifying Animals and Plants

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- To describe and compare the structure of a variety of common animals.
- To identify, name, draw and label the basic parts of the human body and relate them to the senses.
- To carry out enquiries based upon their knowledge about animals.

Key Nuggets To Be Revisited

- Classification of animals as birds, reptiles, mammals, amphibians and fish.
- Classification of animals as carnivores, herbivores and omnivores.
- Identify parts of the human body

Planned Misconceptions

- Children will confuse animals from different categories.
- Children will not understand that humans are classified as mammals.

Vocabulary: head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, herbivore, carnivore, omnivore, vertebrate, invertebrate, mammal, bird, reptile, fish, amphibian.

Linked Texts: 'From Head to Toe' by Eric Carle, 'RSPB: Mt First Book of Garden Birds' by Mike Unwin and Sarah Whittley, 'Snail Trail' by Ruth Brown, 'Superworm' by Julia Donaldson and Axel Scheffler.

Religious Education

Big Question:

- To compare Jesus's family to our own.
- To think about how Jesus's family and upbringing differ to our experiences.
- To listen and learn about different Psalms and understand their moral and meanings.
- To learn about what Advent is.
- To understand the symbols of Advent
- To learn and perform the story of The Nativity

Key Nuggets To Be Revisited:

- What Advent is?
- What are Psalms?
- What is the Nativity?

Planned Misconceptions:

- Children may not consider God to be part of their family and that we are not part of his.

Vocabulary: family, belong, love, God, care, different, God's children, psalm, response, creation, Genesis, first people, Adam, Eve, Mary, Joseph.

Linked Texts: Children's Bible (various examples)

Unit: Fundamentals

Key skills:

- To learn about stability, balance and how to land safely.

Key Nuggets To Be Revisited

- To jump using 2 feet simultaneously
- To continue to think about when to use different speeds when travelling.



PE	<ul style="list-style-type: none"> To explore running at different speeds. To learn how to change direction and how to dodge. To practice hopping, skipping and jumping in different ways. To explore combination jumping and skipping 	<ul style="list-style-type: none"> Understanding the importance of stability, balance and safe landings.
	Planned Misconceptions <ul style="list-style-type: none"> That children will gallop rather than jump with two feet together. Not understand the different speeds you can travel at. That different jumps can be combined 	
	Vocabulary: Run, stop, space, jump, balance, skip. Linked Texts: NA	
	Unit: Yoga Key skills: <ul style="list-style-type: none"> To explore yoga and mindfulness To remember and copy poses To develop flexibility and balance whilst holding poses To create yoga poses when working with a partner and when using equipment. 	Key Nuggets To Be Revisited <ul style="list-style-type: none"> To understand the importance of balancing. Working in pairs and larger groups. To become confident in using PE equipment.
Planned Misconceptions <ul style="list-style-type: none"> That children don't persist and hold poses. That children don't understand that yoga is a peaceful process. 		
Vocabulary: Aim, space, team, pass, safely, balance, pose. Linked Texts: NA		
Computing	Unit: Pictograms <ul style="list-style-type: none"> To understand how to collect information To understand the axis on a bar chart To learn how to collate information To use Purple Mash to store information we have gathered. I can compare information I have gathered 	Key Nuggets To Be Revisited <ul style="list-style-type: none"> What can I use to show information I have gathered? How am I going to gather the information?
	Planned Misconceptions <ul style="list-style-type: none"> We confuse the axis on bar charts. Not showing the information correctly on a bar chart. 	
	Vocabulary: Linked Texts:	
Art	<ul style="list-style-type: none"> Taught in Autumn 1 	
	Linked Texts:	
	Unit: Hymns and Nativity Music	Key Nuggets To Be Revisited



Music	<ul style="list-style-type: none"> • To learn how to tell story through music • To communicate through music • To understand pitch and tone • To understand our posture is important 	<ul style="list-style-type: none"> • To hear the beats in different musical pieces. • To clap in syllables • To show their voice range in vocal warm ups
	Planned Misconceptions <ul style="list-style-type: none"> • That all music has the same beat • That they don't listen to the rhythm 	
Vocabulary: Pulse, rhythm, tone, expression, pitch.		Linked Texts
History	Unit: History of St Martha's What do we know about St Marthas? <ul style="list-style-type: none"> • To compare school life today to how school life was in the past. • To learn about different research methods • To gather knowledge from different research material • To understand and create a timeline. 	Key Nuggets To Be Revisited <ul style="list-style-type: none"> • What are the different research methods? • What is a timeline? • What was school like in the past?
	Planned Misconceptions <ul style="list-style-type: none"> • That St Marthas has always been the same. • That we can only gather information through talking to people. 	
Vocabulary: Remember, similarities, differences, chronology, past, enquiry, building plans, experience, register		Linked Texts
RSE/PSHE	Unit: Created and loved by God, Emotional Wellbeing, Life Cycle <ul style="list-style-type: none"> • To understand that God created us out of love • God created us and we love and serve him • God wants us to talk to him through the day • We can thank God in different ways • To understand the changes we go through as we are growing up • To understand our emotions and embrace who we are 	Key Nuggets To Be Revisited <ul style="list-style-type: none"> • Who can I talk to when I need to? • Can I recognise the emotions I am feeling?
	Planned Misconceptions <ul style="list-style-type: none"> • To understand that our prayers are us talking to God. • That we can make our own prayers to God 	
Vocabulary: Gospel, created, love, gospel, parable, prodigal son, body emotion, feelings, wellbeing.		Linked Texts