

Autumn Term 2

TOPIC	How Far I'll Go		Driver subject(s)	PSHE, UTW
Values (s)	Friendship, Respect & Kindness			
Learning Links	<p>Past – Which Superheroes do you know? Who are your favourites and why do you like them?</p> <p>Present – Which superpowers do you have? Are you a super kind friends or maybe you have super speed?</p> <p>Future – What real life superhero would you like to be when you grow up? Would you like to be a paramedic or a fire fighter?</p>	Global Themes	Emergency services Real life superheroes	
Opening Wow /Immersive classroom	In house visits from local superheroes	End of topic showcase (Sharing with parents)	Christmas play	
Trips/Visitors	Emergency services			
Communication and Language/Literacy	Understanding the world (Geography & History, Science)	Expressive arts and design (Art/DT/Music/Computing)	Physical Development (Fine Motor Skills & Gross Motor Skills)	RE/PSHE/RSE/PSED
<p>English Text – Supertato (Overcoming the monster story)</p> <p>Communication and Language</p> <ul style="list-style-type: none">I can understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>LITERACY</p> <p>Reading/ Phonics</p> <ul style="list-style-type: none">Understand the five key concepts about print:<ul style="list-style-type: none">print has meaning - print can have different purposeswe read English text from left to right and from top to bottom<ul style="list-style-type: none">the names of the different parts of a bookpage sequencing	<p>GEOGRAPHY</p> <p>The Natural World</p> <ul style="list-style-type: none">To know about and recognise the signs of Autumn (how the seasons change and look, feel different)To know about the features of the world and the Earth. <p>HISTORY</p> <ul style="list-style-type: none">Comment on images of familiar situations in the past and describe similarities and differences to now.Compare and contrast characters from stories (Christmas and Emergency services) including figures from the past with now.Understand the past through settings, characters and events encountered in	<p>Art</p> <p>I can hold a paint brush</p> <p>I can make different movements</p> <p>I can show different emotions in my paintings</p> <p>I can use drawings/paints to represent ideas like movements.</p> <p>DT</p> <ul style="list-style-type: none">I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.I can assemble and join materialsI can handle equipment and tools effectivelyI can set and work towards simple goals, and am able to wait for what I want and control my impulses when appropriate.I can use a range of small tools, including scissors and paint brushes.I can safely use and explore a variety of materials, tools and techniques,	<p>Gross Motor Skills</p> <p>I can link colours to feelings.</p> <p>I know how to explore animal movements and levels.</p> <p>Replicate actions in larger groups.</p> <p>Sequence work.</p> <p>Explore leader or follower work.</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I can be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>RE – Discovery RE Scheme</p> <p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p> <ul style="list-style-type: none">Know why people give presents to people who are special to them.Know what Christmas is.Understand that not everyone celebrates Christmas..Begin to know and understand the Christmas Story from different characters perspectives.Understand that the birth of Jesus was a good thing to Christians across the world because he is the ‘saviour’Empathise with Christians and begin to make comparisons with their own opinions about gifts for special people and Christians beliefs about gifts given to Jesus.Express own beliefs and traditions for Christmas and compare with Christians.Give opinions on likes and dislikes about the Christmas story. Show awareness of how religious stories may influence Christian behaviour.

<ul style="list-style-type: none"> • Recognise own name • Engage in extended conversations about stories, learning new vocabulary. • Read individual letters by saying the sounds for them. • Blend sounds into words so that we can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words. • Read simple phrases and sentences made up of words with known letter-sounds correspondences. • Re-read books to build up confidence of word reading, fluency, understanding and enjoyment. • Spot and suggest rhymes. <p>Writing</p> <ul style="list-style-type: none"> • Enjoy drawing freely and add some marks to my drawings. • Make marks on pictures to stand for their name. • Use some of their print and letter knowledge in my early writing. • Write some letters accurately. 	<p>books read in class and storytelling.</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society (<i>doctors, nurses, paramedics, dentists, teachers, soldiers, footballers</i>). <p>SCIENCE Healthy Eating</p> <ul style="list-style-type: none"> • I understand some of the things needed to have a healthy body • I name and talk about foods they like and dislike. • I understand why different foods and drink are important in order for our bodies to stay healthy and well. • I understand what exercise is and why it is good for us • I understand the importance of sleep for our bodies. • I am beginning to understand how to make choices which promote healthy living. 	<p>experimenting with form and function.</p> <ul style="list-style-type: none"> • I can share my creations, explaining the processes I have used. <p>COMPUTING</p> <ul style="list-style-type: none"> • Exploring - How can I keep myself safe online? (Assembly session) • I can use the interactive whiteboard. • I can use a mouse. • I can program a device like a bee bot or remote-control cars. • I can start to use Mini Mash. I can log in to Mini Mash with support from an adult. <p>Music Unit 2 – My Stories Songs – I’m a little teapot, The grand old duke of York, Ring O’Roses, Hickory Dickory Dock, Not Too Difficult, The ABC song.</p>		<ul style="list-style-type: none"> • Empathise with peers who may or may not celebrate Christmas. <p>PSHCE/ RSE: (Healthy Lifestyles) What things can I do when I feel good and healthy?</p> <ul style="list-style-type: none"> • What can’t I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Why are food and drink are good for us? • How can I make healthier choices about food? What is exercise is and why is it good for us? • Why are rest and sleep good for us? <p>PSED: Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Understand gradually how others might be feeling.</p>
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