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Text	Text: The Three Bears T4W 'Story Making' script The Three Bears Supporting Text: Goldilocks and Just the One Bear Leigh Hodgkinson			Text: Toys in Space by Mimi Grey			Julia Donaldson (editor): Poems to Perform, illustrated by Clare Melinsky, (Macmillan)	
Written Outcomes	Outcome- Fiction Create a story map Simple oral retelling of a familiar story (Imitation and innovated map of the story) Orally rehearse retell the narrative using story making actions and basic of adverbials of time (such as 'Once upon a time...', Then... Next...Suddenly etc. Non-chron. Report Wanted Poster- Description of Goldilocks			Outcome Non-Fiction Writing to inform Instructions- Teach 'the Hootopize' how to play a party game as featured in the text in the book either musical chairs, musical statues or pass the parcel	Outcome Fiction: Found posters to try to reunite the toys with their owners	Outcome Non-Fiction Writing to argue: Persuasion Lost/Found Poster Writing to explain: How to get a toy back home	Outcome Poetry -perform in unison, following the rhythm and keeping time imitate and invent actions	Outcome Writing Poetry -observe details of first hand experiences using the senses and describe; -list words and phrases or use a repeating pattern or line.
Autumn 1 Expectation	Expectation at the end of Autumn 1: <u>Punctuation</u> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' <u>Sentence</u> Combine words to make sentences							
Literacy Theme	Fiction: Traditional Fairy Tales Stories with predictable and patterned language			Fictional Worlds & Fantasy			Poetry Familiar Settings	

SPaG Focus	Sit correctly at a table, holding a pencil comfortably and correctly. ↳ GD objective: Consistently sit correctly at a table, holding a pencil comfortably and correctly without being reminded.	Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop	Writing: Vocabulary, leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop	Writing from memory simple sentences, dictated by the teacher, that include common exception words and punctuation taught so far.	Begin to punctuate sentences using a capital letter and a full stop	Writing from memory simple sentences, dictated by the teacher, that include common exception words and punctuation taught so far.	Begin to punctuate sentences using a capital letter and a full stop	• Revision and consolidation • Assessment-application of knowledge as a writer
Guided Reading focus	We are working on: Vocabulary What does the word mean in this sentence?? Inference Why did happen? Prediction Looking at the cover and the title, what do you think this book is about? Explaining What do you like about this text? Retrieval Which is your favourite/worst/ funniest/scariest part of the story? Summarising Can you sequence the key moments in this story?							
History	'Terrific Toys' (taught through the value of Respect) - How are our toys the same and different to those from the past?							
	Activate: Can I still recall...? What does history mean? What things do I know that happened in the past? Do I know any famous people from the past? WALT: use common words and phrases relating to the passing of time	How could we find out about toys from the past? WALT: explain how we can find out about the past using different sources. IAT: talk about how we can find out about the past IAT: name three ways we can find out about the past before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time	What are our toys like now? WALT: sort and talk about modern-day toys and how they are similar and different IAT: describe how modern day toys are similar present - happening now, in this time new - recently existed	What was my favourite toy when I was a baby? WALT: talk about my life when I was younger. IAT: say what is different about my life now compared to when I was younger remember memory before - at an earlier time past - having happened or gone by at an earlier time then - at that past time	What were our caregivers toys like and how do we know? WALT: talk about what toys my caregivers played with when they were younger. IAT understand that my caregivers were my age around 30 years ago. IAT: discuss similarities and differences between now	What were our older caregivers toys like and how do we know? WALT: talk about what toys my older relatives played with when they were younger. I understand that my older relatives were my age around 60 years ago. I can discuss similarities and differences between now and 60 years ago	Key question: How have children's toys changed since our older relatives were little? WALT: talk about some similarities between 1960s toys and modern-day toys. IAT: talk about some differences between 1960s toys and modern-day toys. IAT: talk about how toys have changed over the last 60 years. before - at an earlier time after - later in time	

	before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now	old - something not new that has existed before new - recently existed then - at that past time now	now - in these times, or at this time today - this present day modern - relating to the present or recent times timeline - a tool used to show us the order that events happen in	timeline - a tool used to show us the order that events happen in different - not the same as another same - similar or like or identical to something else favourite - preferred to all others	and 30 years ago. before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now - in these times, or at this time	before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now - in these times, or at this time	past - having happened or gone by at an earlier time present - happening now, in this time old - something not new that has existed before new - recently existed then - at that past time now - in these times, or at this time same - identical, similar, not different different - not the same as another
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Computing  Kapow Year 1 > Key Stage 1 > Computing > Computing systems and networks: Improving mouse skills	Key Question: Which tools do I need to find and use?					
	What do I know? WALT: Share what we know about using a computer for a purpose. Complete: pre-assessment quiz Knowledge 'catcher'	How do I log in? WALT: log into a computer and access a website IAT: use computers more purposefully IAT: log in and navigate around a computer IAT: drag, drop, click and control a cursor using a mouse IAT: use software tools to create art on the computer	How do I click and drag? WALT: to develop mouse skills	How do I draw shapes? How do I edit shapes? WALT: use mouse skills to draw and edit shapes	How can I use digital tools to draw a scene from a story? WALT: draw a scene from a story using digital tools	Can I use digital techniques to create a self-portrait? WALT: create a self-portrait using digital techniques Complete post assessment/ Update 'Knowledge Catcher'
	Drawing (Make your Mark) How can I describe, create and make different lines?					

<p>Art and Design</p> 	<p>How can I create lines that look different? WALT: know how to create different types of lines. (Artist Bridget Riley) IAT: describe the lines in the work of an artist and in my own work IAT: understand that there are different types of lines and can experiment with different resources to create them</p> <p>art artist line horizontal/vertical diagonal cross hatched broken</p>	<p>How can I use line and mark making to represent water? WALT: explore line and mark-making to represent water IAT: use different materials and lines to make different types of marks, Zaria Forman</p> <p>lines wavy waves water</p>	<p>What can I use to draw and mark make with? WALT: draw with different media IAT: draw around a variety of shapes IAT: know that my shapes can overlap</p> <p>medium blend smudge messy erase</p>	<p>What techniques can I use to mark make? WALT: develop an understanding of mark-making Wassily Kandinsky Renata Bernal Illy Bolotowsky abstract/contemporary drawing media/mediums shade printing form/shape</p>	<p>What is an observational drawing and which technique will I use? WALT: apply an understanding of drawing materials and mark-making to draw from observation: combine techniques in a woven artwork shape/line/texture marks hard/soft/rough observation experiment pastels/charcoal/chalk shadow/wiggly</p>
<p>Music</p> 	<p>Developing pulse and rhythm (Theme: All About Me!)</p> <p>Can I identify and talk about the difference between pulse and rhythm?</p>				
<p>RE</p> <p>Colour key: Making sense Understanding impact Making connections</p>	<p>What objects are precious to us in our homes? WALT: identify a precious object and explain why it is precious and special</p> <p>precious special respect care</p>	<p>What special objects might we find in a Jewish home? WALT: recognise and name special Jewish household objects found outside and inside a Jewish home</p> <p>mezuzah Star of David on a chain</p>	<p>What is inside a Mezuzah and what does it mean? Why do Jewish people put mezuzot on the door posts of their houses? WALT: understand how and why the mezuzah and Shema are important to Jewish people</p> <p>mezuzah/mezuzot door post Shema</p>	<p>How and why do Jewish people celebrate Shabbat? WALT: know Shabbat is a special time for lots of Jewish families IAT: identify precious objects used in the</p>	<p>What happens on Friday night in lots of Jewish homes? WALT: find out about how and why Jewish people celebrate Shabbat each week. Prepare</p>


	same and different	Prayer books Shabbat table and objects Candlesticks Chanukiah Challah bread/board/cover	scroll belief remind One God Hear O Israel respect	celebration of Shabbat found in lots of Jewish homes Shabbat Friday evening/sunset Havdalah Blessing Goblet Table cloth Creation story	Preparation Celebration 'Shabbat Shallom' Blessing Torah Synagogue
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Materials-Unit 'Toys and Nice Things' Key Question: What are the things I use made from?

Science	What is it made from? WALT: identify what an object is and what it is made from wood metal plastic glass water rock	Which material is it made from? WALT: identify and name a variety of everyday materials object common same	What words can you use to best describe the material? WALT: describe the simple properties of everyday materials describe properties absorbent/not absorbent waterproof/not waterproof hard/soft/stretchy/stiff shiny/dull/rough/smooth bendy/not bendy opaque/transparent	If I test the materials, how will they behave? WALT: find out if materials waterproof behave test record waterproof/not waterproof	Which material would be the best to use? WALT: compare a variety of materials investigation prediction/predict watch/observe record results decision
	Key Question: Can I perform dances using simple movement patterns?				
PE WALT: Perform dances using simple movement patterns	How many different shapes can you make? Can you roll from one roll into another? Lesson 1: Playdough WALT: change the speed, weight and size of my movements	How can you and your partner stretch and rebound? Lesson 2: Sticky, stretchy man WALT: dance in different formations	What can you do with the imaginary ball? (Kick, roll, throw, catch, juggle, balance, dribble, bounce) Lesson 3: The Ball WALT: move in response to stimuli	Can I move to a rhythm? Lesson 4: Clockwork Toys WALT: move to a rhythm	Can I dance a duet? Lesson 5: Jack in a Box WALT: dance a duet
PE/Games/ Dance PPA Prostars	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving	Games: Team Building and Problem Solving
	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.	Movement Skills: Agility Balance Co-ordination Link to team games.
Dance LH WALT: Perform dances using simple movement patterns Move PE Dance: Toys	Key Question: Can I perform dances using simple movement patterns?				
	Lesson 1: Playdough How many different shapes can you make? WALT: change the speed, weight and size of my movements	Lesson 2: Sticky, stretchy man WALT: dance in different formations	Lesson 3: The Ball WALT: move in response to stimuli	Lesson 4: Clockwork Toys WALT: move to a rhythm	Lesson 5: Jack in a Box WALT: dance a duet

Me and My Relationships- Key Question(s): Why do we need rules? Who can I ask for help?

How do I feel and how can I show my feelings in safe and healthy ways?

<p>PSHE</p> <p> SCARF</p> <p>1 Me and my Relationships</p> <p>Includes feelings/emotions/conflict resolution/friendships</p>	<p>Scarf lesson title: Why do we have classroom rules? Why do we need classroom rules? Who are the rules for?</p> <p>WALT: Understand that classroom rules help everyone to learn and be safe;</p> <p>IAT: Explain our classroom rules and be able to contribute to making these</p> <p>IAT: tell you some different classroom rules</p> <p>Complete 'Me and My Relationships' 'pre-assessment</p> <p>work together</p> <p>rules</p> <p>safe</p> <p>fair</p> <p>everyone</p> <p>keep</p> <p>break</p>	<p>Scarf lesson title: How are you listening? How do we show that we are listening?</p> <p>WALT: demonstrate attentive listening skills;</p> <p>IAT: suggest simple strategies for resolving conflict situations;</p> <p>IAT: give and receive positive feedback, and experience how this makes them feel.</p> <p>listen</p> <p>listening</p> <p>friendship</p> <p>behaviour</p>	<p>Scarf lesson title: Thinking about feelings How do you feel? Why do we have different feelings? How do we show our feelings?</p> <p>WALT: Recognise how others might be feeling by reading body language/facial expressions;</p> <p>IAT: Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>feelings</p> <p>body language</p> <p>describe</p> <p>comfortable/uncomfortable</p> <p>sad</p> <p>worried</p> <p>scared</p> <p>help</p>	<p>Scarf Lesson Title: Our Feelings Which feelings are good/not so good? What are safe and healthy ways to get angry energy out? How can we help our feelings come out?</p> <p>WALT: Identify a range of feelings;</p> <p>IAT: Identify how feelings might make us behave:</p> <p>IAT: Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>good/not so good</p> <p>happy</p> <p>lonely</p> <p>confused</p> <p>worried</p> <p>honest</p> <p>apologise</p> <p>clenched fists</p>	<p>Scarf lesson title: Life Education Centre Visit Growing and Changing Link Inside my wonderful body! Which body parts are on the inside? Which body parts are on the outside? How do different body parts work?</p> <p>WALT: name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>IAT: Understand and explain the simple bodily processes associated with them.</p> <p>Complete Me and My Relationships' 'Post assessment'</p> <p>WALT: reflect on safe and healthy ways to show a range of different feelings</p>
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