

Termly Planning Overview: 2020-21 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>School events</i>							<i>RE Focus Day (21.10.20)</i>
<i>Outdoor Learning</i>	<i>Continuous outdoor provision</i>						
<i>Global learning</i>	<i>How do we keep ourselves safe in a COVID world?</i>						
<i>Growth Mindset</i>	<i>Characteristics of growth and fixed mindsets; helping a character to develop a growth mindset</i>						
ENGLISH	Genre: Non-fiction – Labels, lists and captions Book Focus: The Rainbow Fish, Farmer Duck			Narrative – Simple stories with familiar settings, predictable and patterned language			
Spoken Language (Ongoing)	<ul style="list-style-type: none"> ○ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. ○ Discuss the significance of the title and events. ○ Recite some poems and rhymes by heart. ○ Participate in discussion about what is read to him/her, taking turns and listening to what others say. ○ Explain clearly his/her understanding of what is read to him/her. ○ Say out loud what he/she is going to write about. ○ Compose a sentence orally before writing it. ○ Discuss what he/she has written with the teacher or other pupils. ○ Read aloud his/her writing clearly enough to be heard by the group and the teacher. ○ Recognise and use language relating to dates, including days of the week, weeks, months and years. ○ Use the language of time (including telling the time throughout the day first using o'clock and then half past). ○ Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. ○ Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than. 						
Phonics	Assessments & recapping previously taught sounds		Read Write Inc – Set 1, 2 & 3				

<p>Composition</p> <p>(+handwriting)</p> <p>(Ongoing)</p>	<ul style="list-style-type: none"> ○ Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. ○ Write down one of the sentences that he/she has rehearsed. ○ Compose and write sentences independently to convey ideas. ○ Write sentences, sequencing them to form short narratives (real or fictional). ○ Write sentences by re-reading what he/she has written to check that it makes sense. ○ Discuss what he/she has written with the teacher or other pupils. ○ Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. ○ Sit correctly at a table, holding a pencil comfortably and correctly. ○ Form most lower-case letters correctly. ○ Form lower-case letters in the correct direction, starting and finishing in the right place. ○ Form capital letters. ○ Form digits 0-9. ○ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
<p>GRAMMAR</p> <p>(Ongoing)</p>	<ul style="list-style-type: none"> ○ Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. ○ Separate words with spaces. ○ Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. ○ Join words and clauses using 'and'.
<p>Reading</p> <p>(Ongoing)</p>	<ul style="list-style-type: none"> ○ Apply phonic knowledge and skills as the route to decode words. ○ Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. ○ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ○ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ○ Read many common exception words from (English appendix 1). ○ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. ○ Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. ○ Read other words of more than one syllable that contain taught GPCs. ○ Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). ○ Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. ○ Re-read phonically decodable books to build up fluency and confidence in word reading. ○ Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. ○ Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. ○ Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). ○ Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.

	<ul style="list-style-type: none"> ○ Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ○ Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. ○ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. ○ Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. ○ Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. ○ Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. ○ Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. ○ Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. ○ Participate in discussion about what is read to him/her, taking turns and listening to what others say. ○ Explain clearly his/her understanding of what is read to him/her. ○ Answer questions in discussion with the teacher and make simple inferences. 						
MATHS	<p>Number: Place Value (within 10)</p> <p>Number: Addition and Subtraction (within 10)</p>						
Computing	We are Treasure Hunters – Using programmable toys						
Topic Focus: Animals							
Scientific Enquiry – The Big Question	Do all animals eat meat?						
Science – Animals including Humans			Observing Animals	Comparing Animals	Animal Diets	The Human Body & Senses	Sorting Animals

Geography – Our School		Where Do I Live?	Our Classroom	Where Is Our School?	Fieldwork Around Our School	How Do You Get to School?	Learning to use a compass & map symbols
Art & Design – Portraits		Drawing Self-Portraits		Using Colours in Portraits	Making a Collage Portrait	Line Drawings	Pop Art Portraits
Music – Ourselves	Music Express – Unit 1						
PHSE – Jigsaw	Being Me in My World – Piece 1 – Special and Safe						
RE Focus Day	Does God want Christians to look after the World?						
PE	Outdoor Games – Ball Skills						