

Termly Planning Overview: 2022-23 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>School events</i>	7/9/23 Meet the Teacher 17.00-18.00pm		22/9/23 Pyjamarama Non-Uniform Day		2/10/23 Individual School Photos 3/10/23 Harvest Service at St Mary's Church	9/10/23 RE Focus Day	17/10/23 & 18/10/23 Parents Evenings 19/10/23 Last Day of Term for children 20/10/23 INSET DAY
<i>Outdoor Learning</i>	Autumn Senses Hunt						
<i>Global learning</i>	World News						
<i>Growth Mindset</i>	I Give Up – This unit focuses on characteristics of growth and fixed mindsets; helping children to develop a growth mindset.						
ENGLISH	Genre/Book Focus:						
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. 						

	<ul style="list-style-type: none"> 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
Composition + Handwriting (Ongoing)	<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. 	
GRAMMAR (Ongoing)	<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'. 	
Reading (Ongoing)	<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 nonfiction at a level beyond that at which he/she can read independently.
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- 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.
- 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.
- o Answer questions in discussion with the teacher and make simple inferences.

MATHS	Place Value within 10 Small Steps: Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line	Geometry - Shape Small Steps: Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes
Topic (History)	Childhood - This project teaches children about everyday life and families today, including comparisons with childhood of their adults and extended family and friends.	
Computing:	Staying Safe Online - This project teaches children about the use of technology and how to stay safe online.	
Science:	Everyday Materials - This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use. Seasonal Changes – This project teaches children about the seasons, seasonal changes and typical seasonal weather including changes in deciduous and evergreen trees and Seasonal changes in animals.	
Geography:	Our Wonderful World – Autumn Term 2	
Art & Design:	Mix it - This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	
Design & Technology:	Shade and Shelter: - Autumn Term 2	
Music:	All about Me - Pulse and Rhythm – This unit teaches children to recognise and understand the difference between pulse and rhythm; Describe the character, mood, or ‘story’ of music they listen to (verbally or through movement); Listen to and repeat short, simple rhythmic patterns and listen and respond to other performers by playing as part of a group.	

PHSE/RSE:	Being Me in My World - In this unit the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety
RE Focus Day:	Does God want Christians to look after the world?
PE:	<p>Fundamentals – In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>Dance – In this unit pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>