

Termly Planning Overview: 2023-24	Autumn Term 2
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group).</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.</li> <li>• 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.</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Participate in discussion about what is read to him/her, taking turns and listening to what others say.</li> <li>• Explain clearly his/her understanding of what is read to him/her.</li> <li>• Answer questions in discussion with the teacher and make simple inferences.</li> </ul>							
<b>Writing</b> Composition & handwriting (Ongoing)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Simple sentences	Simple sentences	Simple sentences using a connective  Labels and captions	Lost poster	Character description	Letter to Santa Simple retelling of the Christmas story	Simple retelling of the Christmas story	Christmas cards



	<p>Step 15 Take away (How many left?)</p> <p>Step 16 Subtraction on a number line</p>
<b>Computing:</b>	<p><b>Computing systems and networks 1: Using a computer</b></p> <p>In this unit the children learn about the main parts of a computer and how to use the keyboard and mouse, and how to log in and out.</p>
<b>Science:</b>	<p><b>Everyday Materials</b> - 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.</p> <p><b>Seasonal Changes</b> – 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.</p>
<b>History or Geography:</b>	<p><b>Childhood (History)</b> - This project teaches children about everyday life and families today, including comparisons with childhood, using artefacts and a range of different sources. (Continued)</p>
<b>Art &amp; Design or Design Technology:</b>	<p><b>Taxi</b> - This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</p>
<b>Music:</b>	<p>Learning and performing Nativity and Christmas songs</p>
<b>PHSE/RSE:</b>	<p><b>Celebrating Difference</b> – In this unit the children learn about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>
<b>RE Focus Day:</b>	<p><b>The Christmas Story</b> - What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</p> <p>In this unit we will reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>
<b>PE:</b>	<p><b>Yoga</b> – Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p>