

Holly Class Autumn 2

Subject	W/C 28 Oct	W/C 4 Nov	W/C 11 Nov	W/C 18 Nov	W/C 25 Nov	W/C 2 Dec	W/C 9 Dec	W/C 16 Dec
English	RWI	RWI	RWI	RWI	RWI	RWI	RWI	RWI
Maths <i>White Rose Maths</i>	Number: Addition and Subtraction (within 10) *How many left *Subtraction - Break apart *Fact families - 8 facts Reception *Sorting into groups *Change within 5 *One more *One less	Number: Addition and Subtraction (within 10) *Count back *Find the difference *Compare the statements Reception *Sorting into groups *Change within 5 *One more *One less	Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes *Patterns with 3D and 2D shapes Reception *Time; My day	Number: Place Value (within 20) *Count and write numbers to 20 *Numbers from 11-20 *Tens and ones *Count one more and one less Reception *Numbers to 5	Number: Place Value (within 20) *Compare groups of objects *Compare numbers *Order groups of objects *Order numbers Reception *Numbers to 5	Consolidation:	Consolidation/ Assessments Reception	Christmas Maths activities
RE <i>Why does Christmas matter to Christians?</i>	Think, talk and ask questions about Christmas for people who are Christians and for people who are not	Recognise that stories of Jesus' life come from the Gospels. Tell some familiar stories containing a character appearing to be someone she/he is not	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could	Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Introduce the word 'advent'	Nativity.	Decide what they personally have to be thankful for at Christmas time. Look back at ideas for Jesus' bedroom.

	<p>Introduce this unit by looking for signs that Christmas is coming - signs of winter, decorations, adverts. Look at Christmas adverts on TV or in magazines, Ask pupils why they think Christmas is important for Christians. Children to record their answers.</p>	<p>(for example, The Frog Prince, Beauty and the Beast). Pupils can spot the relevant characters, discussing what they look like and who they really are. • Look at a picture of baby Jesus. What can we tell about him just by looking at his picture? Although Jesus might not have looked particularly special, Christians believe he was actually very special indeed — they believe he was God on Earth!</p>	<p>Explain that Christians believe that God came to Earth to be with people and show them how to live. When God first came, he was not a big man, just a baby with a mummy called Mary. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare. • Think about getting a</p>	<p>use a Christmas story trail (e.g. <i>Experience Christmas</i> from <i>Jumping Fish</i>). Set up some stations: Gabriel visits Mary, the journey to Bethlehem, Jesus is born and placed in a manger, angels appear to shepherds, shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell it. Of course, many schools dramatise the Nativity story in Christmas plays. Use this practice for learning too.</p>	<p>Look at a selection of Christmas cards: Which ones have a clear link to the story? Either visit a church to find out what will happen at Christmas or invite a Christian leader to bring photos in. Find out about the colours the vicar/priest might wear. What other signs will there be about Jesus' birthday that might be important to Christians.</p>	<p>which is when people prepare for Jesus' arrival. Find out about some advent traditions (Advent wreath, candle, calendar, making a crib scene etc..) Make connections with kinds of decorations people put up for birthdays or Diwali. Are there themes, such as light that can be found in different celebrations?</p>	<p>Compare with the living conditions Jesus actually got. Remind pupils who it was that came to visit Jesus — not rich people, but poor shepherds. Explain this shows that God came to earth to bring good news to everyone, even poor people. The good news was about God and how to be close to him. Ask pupils to</p>
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			<p>bedroom ready for a new baby, and discuss what we would put into it.</p> <p>Although all babies are special, imagine the new baby is even more special than most, because this one is also God. How could we make the bedroom extra special? Hundreds of toys, the most beautiful crib, special pictures on the walls? Ask pupils to sketch the rooms. Ask pupils</p>					<p>act out what the shepherds might say to Mary and Joseph, and the questions they might ask.</p> <ul style="list-style-type: none">• Talk about why Christmas matters to Christians today — what are their ideas now?
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			to imagine who would come to visit such a baby.					
Computing Programming Toys (Twinkl)	1. Building Bricks I can create instructions using pictures. Understand that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use technology purposefully to create digital content. Children will work within the context of following picture	2. Potato Man Algorithms I can say why it is important to be precise when writing an algorithm. Understand how [algorithms] are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions in the context of writing detailed instructions to build a face on a potato man toy.	3. Program a Person I can write instructions Understand what algorithms are and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Children will work within the context of writing instructions	4. Bee-Bot Toy Shop Part 1 I can program a Bee-Bot to move. Understand what algorithms are and that programs execute by following precise and unambiguous instructions; create and debug simple programs in the context of programming a Bee-Bot to reach a set marker. Reception: A laptop table with typing skills game/word (practise typing name), Paint, Maths counting game. + Beebot opportunity	5. Debugging Bee-Bots I can debug a Bee-Bot. Create and debug simple programs in the context of fixing incorrect Bee-bot instructions. Reception: A laptop table with typing skills game/word (practise typing name), Paint, Maths counting game. + Beebot opportunity	6. Bee-Bot Toy Shop Part 2 I can program a sequence to make a Bee-Bot move. Understand what algorithms are and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Children will work in the context of programming a Bee-Bot to reach set markers.	Play an interactive Bee-Bot game on laptops https://scratch.mit.edu/projects/19685257/ Children to work through the levels. Or download Bee-Bot app (TTS Group).	Christmas activities

	<p>instructions for building shapes.</p> <p>Reception: A laptop table with typing skills game/word (practise typing name), Paint, Maths counting game.</p>	<p>Reception: A laptop table with typing skills game/word (practise typing name), Paint, Maths counting game.</p>	<p>to program a person.</p> <p>Reception: A laptop table with typing skills game/word (practise typing name), Paint, Maths counting game.</p>			<p>Reception: A laptop table with typing skills game/word (practise typing name), Paint, Maths counting game. + Beebot opportunity counting game.</p>		
<p>Art/DT Moving Pictures Traditional Tales (Twinkl)</p>	<p>1. Explore and Evaluate</p> <p>Explore and evaluate a range of existing products in the context of exploring existing moving books.</p> <ul style="list-style-type: none"> • I can explore and evaluate an existing product. 	<p>2. Sliders</p> <p>Explore and use mechanisms (for example sliders), in their products in the context of using a slider to make a picture move.</p> <ul style="list-style-type: none"> • I can use a mechanism in my product. 	<p>3. Levers</p> <p>Explore and use mechanisms (for example levers) in their products in the context of using a lever to make a picture move.</p> <ul style="list-style-type: none"> • I can make a lever and use it in my product. 	<p>4. Wheel Mechanisms</p> <p>Explore and use mechanisms (for example levers), in their products in the context of using a lever to make a picture move.</p> <ul style="list-style-type: none"> • I can make a wheel mechanism and use it in my product. 	<p>5. Designing</p> <p>Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture.</p> <ul style="list-style-type: none"> • I can design a 	<p>6. Making</p> <p>Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture.</p> <ul style="list-style-type: none"> • I can use mechanisms to make a product. <p>Evaluate their ideas against</p>	<p>Create a Christmas card with a pop up or moving part.</p> <p>For ideas see: https://www.twinkl.co.uk/resource/t-t-16765-christmas-card-resource-pack</p>	<p>Christmas activities</p>

					<p>working product thinking about who it is for and what it needs.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture.</p> <p>• I can make decisions about my product design and use an annotated sketch to show them.</p>	<p>design criteria in the context of evaluating a moving picture.</p> <p>• I can evaluate my product against design criteria.</p>		
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<p>PSHE</p> <p><i>RELATIONSHIP S - TEAM (Twinkl)</i></p>	<p>I can talk about the teams I belong to.</p> <p>To learn that they belong to various groups and communities, such as family and school.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>I can be a good listener.</p> <p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>I can explain how to be kind and why it is important.</p> <p>To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To offer constructive support and feedback to others.</p>	<p><i>Children in Need</i></p> <p>I can discuss things I am thankful for and I can focus on the things I do have, rather than the things I do not have.</p>	<p>I can talk about unkind behaviour like teasing and bullying.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p>	<p>I can explain how to be a positive learner.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p>	<p>I can identify good and not-so-good choices.</p> <p>To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people.</p>	<p>Christmas activities</p>
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PE	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday	Lesson 1 - Cosmic kids Yoga Lesson 2 - Sports Coach Fresh Air Friday
<p>Topic</p> <p><i>Wonderful Weather</i></p>	<ul style="list-style-type: none"> • I can look at the weather where we live. • I can understand what the weather is like in our country. <p>1. What is Weather? To identify daily weather patterns in the context of the weather of the UK.</p> <p>Taskit Pictureit: Make an interactive</p>	<ul style="list-style-type: none"> • I can describe how the weather can affect us. • I can understand the different seasons in a year. <p>2. How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK.</p> <p>Taskit Bakeit: Talk about different foods relevant to seasons (Autumn:</p>	<ul style="list-style-type: none"> • I can use key words to describe the weather. • I can understand what weather forecasts show. <p>3. Forecasting the Weather To identify daily weather patterns in the UK (Weather Forecasting)</p> <p>Taskit Makeit: Make</p>	<ul style="list-style-type: none"> • I can understand the dangers of weather. <p>4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather.</p> <p>Taskit Actit: Hot seat a Weather Forecaster to report on an extreme weather event of your children's choice. Findit: Use technology to research any extreme weather that may have</p>	<ul style="list-style-type: none"> • I can understand what hot and cold countries are like. <p>5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>Taskit Playit: Play the 'Hot' or 'Cold' game: Hide weather symbols or</p>	<ul style="list-style-type: none"> • I can understand what a cold area of the world is like. • I can use map skills to locate hot and cold places. <p>6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of The Arctic.</p> <p>Taskit Modelit: Using clay and modelling tools children model their</p>	<p>Nativity.</p>	<p>Christmas activities</p>

	<p>daily weather diary in pairs taking photographs or video recordings using tablet devices/video recorders. Sortit: Collect items of clothing for children to sort into relevant weather types e.g. sun (sunhat), rain (umbrella), snow (gloves). Graphit: Extend higher achievers to create a simple line graph to show the daily temperature changes they have</p>	<p>parkin, toffee apples/Summer : ice cream, lollies/Winter: hot soup, mince pies etc) Children could taste foods, make different foods with adult support or design their own food suitable for a given season. Readit: Share a seasons story with the children from the Seasons Story Book List. Wearit: Provide children with relevant clothing for different seasons. Can children dress up in the correct clothing for</p>	<p>seasons discovery bottles using the Seasons Discovery Bottle Adult Guidance Sheet as a hands-on art activity. Designit: Design a new weather symbol for a weather forecast! Actit: Design a Role Play area in your classroom as a TV studio for children to present the weather! You could include a variety of maps, weather symbols,</p>	<p>occurred locally or regionally. Linkit: Link Staying Safe and Looking after Ourselves to PSHE. How can children stay safe in their local area? Link to Science-Light and Dark- How can we stay safe in the dark, at night? How can we look after our bodies and keep healthy?</p>	<p>objects around the classroom, children use the language 'hotter', 'colder', 'hot' or 'cold' to locate the hidden objects following instructions. Model an example to demonstrate how to play. Linkit: Talk about the concepts of 'hot' and 'cold' in Science. Can children sort hot and cold materials? Clothing? Food? Buildit: Use the Hot and Cold Places Animals Word Mat and Arctic</p>	<p>own Arctic animals. Use the Polar Regions Animals Display Posters to support the model making process. Actit: Use the Polar Explorers Role Play Pack to create your own igloo, Arctic camp or snowy scene for budding explorers. Use the Arctic Small World Background to create an icy Arctic Small World scene. Makeit: Use the Incredible Iceberg Adult Guidance Sheet to model how to make an iceberg.</p>		
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	<p>collected over a week. What changes can they spot? Write it: Use the Weather Sentence Completer Activity Sheet to practise sentence writing as a Literacy Warm Up Activity.</p>	<p>the season given? Draw it: Use the Four Seasons Tree Activity Sheet for children to draw trees to reflect the different seasons, using a variety of different media. Collage it: Using a range of art and craft materials including natural materials (leaves, twigs, pine cones, grass), children make a seasons collage. Act it: Can your class perform a weather and seasons assembly to show what they have learnt in their</p>	<p>cameras, clipboards and paper to encourage writing, microphones and recording equipment.</p>		<p>Animals Presentation to investigate which animals live in hot and cold climates across the world and their homes and habitats. Children could use a range of materials to design and build a suitable animal home for a given hot or cold climate or country.</p>	<p>Children work in small groups, following instructions to make their own iceberg. Play it: Penguin Game! Pretend to be a penguin keeping its egg safely above the ice. Children pass a bean bag 'egg' to each other without dropping it on the floor, using only feet!</p>		
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		geography lessons?						
Music Class Nativity	Learn songs for Christmas Nativity.	Learn songs for Christmas Nativity.	Learn songs for Christmas Nativity.	Learn songs and rehearse for Christmas Nativity.	Christmas activities			