

Holly Class Autumn 1

Subject	W/C 2Sep (Short Week)	W/C 9 Sep	W/C 16 Sep	W/C 23 Sep	W/C 30 Sep	W/C 7 Oct	W/C 14 Oct
English	Starting School Harry and the Dinosaurs go to School	RWI Stories: The Lost Son (RE) Smartie the Penguin (Online Safety) The Polar Bear's Home One is Snail Ten is a Crab Ten Black Dots	RWI Messy Magpie (Theme) The Lost Son (RE)	RWI Tidy Elmer	RWI The Mixed-Up Chameleon Huge Bag of Worries Brown Bear, Brown Bear, What Do You See?	RWI The Adventures of a Plastic Bottle	RWI The Giving Tree The Enormous Turnip Handa's Surprise
Maths <i>White Rose Maths</i>	Number activities and games.	Number: Place Value (within 10) <ul style="list-style-type: none"> • Sort objects • Count objects • Represent objects <p style="background-color: #FF00FF; display: inline-block; padding: 2px;">Reception</p>	Number: Place Value (within 10) <ul style="list-style-type: none"> • Count forwards • Count backwards • Count one more 	Number: Place Value (within 10) <ul style="list-style-type: none"> • One to one correspondence • Compare objects • Introduce <, >, and = • Compare numbers 	Number: Place Value (within 10) <ul style="list-style-type: none"> • Order objects • Order numbers • Ordinal numbers 	Number: Addition and Subtraction (within 10) <ul style="list-style-type: none"> • Part-whole model • Addition symbol • Fact families (addition) 	Number: Addition and Subtraction (within 10) <ul style="list-style-type: none"> • Number bonds to 10 • Compare number bonds • Add together • Add more • Finding a part

		<ul style="list-style-type: none"> • Sorting • Numbers to 5 	<ul style="list-style-type: none"> • Count one less <p>Reception</p> <ul style="list-style-type: none"> • Sorting • Numbers to 5 	<ul style="list-style-type: none"> • <p>Reception</p> <ul style="list-style-type: none"> • Sorting • Numbers to 5 	<ul style="list-style-type: none"> • Number line <p>Reception</p> <ul style="list-style-type: none"> • Sorting • Numbers to 5 	<ul style="list-style-type: none"> • Number bonds within 10 • Systematic number bonds <p>Reception</p> <ul style="list-style-type: none"> • Sorting • Comparing groups 	<p>Reception</p> <ul style="list-style-type: none"> • Change within 5
<p>RE</p> <p><i>What do Christians believe God is like?</i></p>		<p>Introduce idea that Christians believe in God; the Bible is the keyway of finding out what they think God is like. Ask children their own ideas about God. Ask 'Where is God?' Talk about the word 'invisible'</p>	<p>Read the Parable to the children again and discuss the meaning- recapping work in the previous session. Explore with the children that for Christians this parable teaches that</p>	<p>Explore: What happens in school if they do something wrong? Share any fresh start/new day practices you might have, and emphasise the importance of forgiving pupils in school. In small groups children to role play scenarios from school and home. Next ask</p>	<p>Explore: Christian prayers have four main types. Some prayers show all four, some just one or two. These are praise, saying sorry, saying thank you and asking for something.</p>	<p>Recap that one of most important things the Parable of the Lost Son teaches us is forgiveness. Is forgiving people only important for Christians, or for other people too? Listen to the Fischy music</p>	<p>Who can remember what Harvest is? Why is it a special time? Discuss how Christians believe God created our Wonderful World and that we should give thanks for it. Explore pictures related to Harvest. What do we do? Talk about giving thanks to God. What ways do we show we are thankful? Sing one of our harvest songs. When Harvest Festival is over what do they do with the food?</p>

		<p>(Demonstrate invisibility by dissolving salt in water – we can no longer see the salt, but we know it is there.) Tell the story of the Lost Son. Ask pupils to talk about their responses to the story: favourite character, most important moment, surprises, anything that made them laugh/smile or cry/sad. Explore and draw out the forgiveness and love shown by the father. Explain</p>	<p>God is loving and forgiving, like a parent. Inside the outline write/draw what parents or role models do or say to show that they love their children. On the outside of the outline write/draw what pupils do or say to show that they love their parents. Explore the meaning that love goes both ways- What might this mean in terms of God's</p>	<p>the pupils to show how the drama reaches the stage when forgiveness is given. Pupils to practise saying 'I'm very sorry' and 'That's okay – I forgive you' to each other around the class. • Talk together: Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive?</p>	<p>Introduce the pupils to four jelly-baby characters: Peter Praise, Suzy Sorry, Andrew Ask and Thea Thanks. Recap the story of the Lost Son and ask if they can see which parts of the story suggest that Suzy Sorry, Peter Praise, Andrew Ask or Thea Thanks prayers are something that the characters might say.</p>	<p>song 'You can hold on', How does it feel when you don't forgive someone? How does it feel when you do forgive them? Why is it hard to forgive people? Children to write about a time that they had been forgiven or forgiven someone and how it made them feel.</p>	<p>Do other religions have Harvest festivals? If you go to a mosque or a church or a temple, what does your community do to help people? Lots of families help other people. Does your family? What do they do? What do we do to help/share in our class/in school? Class to create an apple tree using real twigs ready to harvest. Children to write/draw what they can share with others (my toys/my sweets/my books) on a cut-out 'apple.'</p>
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		<p>that the Lost Son is a parable, which is a special sort of story that was told by Jesus to help people learn or understand ideas (ensure that the children understand and can explain the term Parable). Explain that Parables might be harder to understand than some other stories because they have hidden meanings. They can seem to be saying one thing but are really teaching</p>	<p>relationship with people? Is it all one way? Explore that he parable of the Lost Son teaches that God is loving like a parent, so Christians want to show that they love God. In what ways might Christians show that they love God? As a class, think of some of the ways that Christians might do this. Children to create a Diamond 9 to show the ways.</p>		<p>Children to create their own prayer.</p>		
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		something else! children to make 'hidden meaning boxes.					
Computing <i>Purple Mash Online Safety & Exploring Purple Mash</i>		Online Safety Read the story Smartie the Penguin and his online experience. Discuss how we can stay safe online. What would you do if someone sent you unkind messages? Which adults could you tell? How should we behave online? Reception: To have 2Paint on IWB.	Purple Mash Children to log in to Purple Mash and create their own avatar, Children to save work into My Work folder in Purple Mash and understand this is a private saving space just for their work. Reception: To have Paint projects on IWB.	Purple Mash Children to find their saved work from last week. Children to find messages that their teacher has left for them on Purple Mash. Reception: To have Create a story on IWB.	Purple Mash Children to become familiar with the icons used in the resources in the Topics section. Children to start to add pictures and text to their work. Reception: To have Mash cam on IWB.	Purple Mash Children to explore the tools section of Purple Mash and learn about the icons for save, print, open and new. Children to explore the Games section. Children to understand the importance of logging out when finished.	Purple Mash Children to practice skills learnt this term and further explore the Games section and Table Toons (2x tables). Reception: To have a maths game on IWB.

						Reception: To have 2Beat on IWB.	
Art/DT <i>Self Portraits</i>		Children to draw portrait using mirrors. Share portraits and discuss what features they drew. Class to draw up a checklist for next week.	Recap last week's checklist. Children to look at their talk partner. Do we all look the same? What has your partner got that you haven't? What is different about your partners hair, nose, eyes? Chn to tell their partner what they can see e.g. blue eyes, nose with freckles, pierced ears.	Ask children what they would do if they were painting and they wanted a colour but they didn't have it. Explain to the children that we can mix colours using other colours. Explain that there are 3 primary colours- red, yellow, blue. Using these colours we can mix most colours in the rainbow. Ask children what two colours they think they would need to mix to make Purple- blue, red	Explain to the children that today they are going to be adding colour to their self-portrait. Remind children that if they can't find the correct colour, they can ask an adult to help them mix the colour. Remind them that they don't need much of each colour and if they are	Linking to our topic and recycling children to create a self-portrait-collage using recycled packaging.	Art gallery of this terms work. Children to look at each other's artwork from throughout the term. What do you like? How have our self-portraits improved? What would you change next time? 2 stars and a wish.

			<p>Teacher to model drawing a self- portrait. Children to draw a self- portrait using new skills.</p>	<p>Orange- yellow, red Green- blue, yellow</p> <p>Explain to the children that the if we put more of the darker colour in, the colour that we mix will be darker.</p> <p>What other colour could we use to make a colour darker? What colour could we use to make a colour lighter?</p> <p>Children to complete their own colour mixing poster.</p>	<p>changing colours, then they must wash the brush out carefully first.</p> <p>Chn to look at themselves in a mirror to answer questions. Tell your partner What colour eyes you have? What colour hair you have? What colour skin you have?</p> <p>Remind chn that they are all different but that is</p>		
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					what makes them special.		
<p>PSHE</p> <p><i>New Beginnings</i></p>	<p>Create class rules.</p> <p>Circle time games to get to know each other.</p>	<p>I can help make my class a safe and fair place</p> <p>I can help to make my class a good place to learn.</p> <p>I know what I have to do to make my classroom and school a safe and fair place for everyone, and that it is not ok for other people to make it unsafe or unfair.</p> <p>What are our school rules? Class to read our list of school rules for</p>	<p>I can sometimes tell if other people are feeling sad or scared, and I know how to make people feel better.</p> <p>I know some ways to solve a problem.</p> <p>Children to look at pictures of different emotions and match them to the emotion word. What emotion is being shown? What may have</p>	<p>I know some ways to solve a problem.</p> <p>Class to discuss when things go wrong, e.g. when someone has nobody to play with, class to brainstorm ways to overcome the problem.</p> <p>Children to role play a problem e.g. someone not sharing their crayons. How can we resolve this problem? Repeat with a problem in the playground. Who can we go to if we have a problem in the playground?</p>	<p>I know some ways to calm myself down when I feel scared or upset</p> <p>Discuss how we can calm ourselves down. Listen calming music. <i>How does the music make you feel?</i></p> <p>Generate a class list of calming techniques – to be displayed in classroom.</p>	<p>I can help make the class a safe place.</p> <p>Introduce story from ‘Stay Safe’.</p> <p>How are you safe out of school? What is safety?</p> <p>Look at pictures of children in the school doing safe and not safe things in the class. Class to sort into safe and not safe. How could we make this picture safe? i.e. Running in class, rocking</p>	<p>I know that making mistakes or not knowing the answer is a part of learning.</p> <p>Discuss as a class; Is it possible to know everything? How do you think making mistakes can help you learn?</p> <p>Children to play impossible question game and other activities.</p>

		class. Why are these important for everyone to follow? How can we follow these rules? <i>What if we had no rules?</i>	happened to cause that emotion? What would you do to make them feel better?	How can we negotiate to solve a problem amongst ourselves?		chair, not pushing chair in, things on floor, scissors etc. How can we keep our classroom safe for everyone?	
PE	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
Topic <i>Caring for our Wonderful World</i>		Climate Change CT to put on sunglasses and pretend to put sun cream on and sunbathe. Chn to name the season. Do you like hot weather? <i>Can</i>	Littering Empty a bag of litter items. Ask where I may have got them from? Discuss materials they are made from.	Littering Go on a litter pick around the school or to local park. Children to pick litter and take photos. On return talk about litter found. Introduce the word 'biodegrade'	Recycling Introduce the word recycling and discuss what this word means. Children to complete a cut and stick	Pollution What is Pollution? Discuss different types of pollution. Focus on plastic pollution.	Conclusion Discuss what we have learnt during this topic. Celebrate by looking at some of our work from various activities. Emphasis if everyone does their little bit, we can make a difference & protect our planet! Create an eco-promise.

		<p><i>you imagine if the world was getting hotter every day?</i> In talk partners chn discuss the advantages and disadvantages of having summer all year round. Share ideas. Look at images of beautiful and damaged landscapes. Discuss what may have caused the damage. Show climate change clip. Look at web page how to help at home and school. Become eco-spies and find out what our</p>	<p>Share the Messy Magpie Story. Discuss children's thoughts about littering. Learn the Messy Magpie song. Complete a speech ad thought bubble worksheet. <i>Reception to go on a Messy Magpie Material Hunt around the classroom and share items they have collected.</i></p>	<p>Share length of time for various litter items to be gone. Talk about how old children will be when a plastic bag will break down.</p>	<p>recycling activity. <i>Reception to have Junk Jumble Recycling game on IWB. Children to drag and drop into correct bins.</i></p>	<p>Create a poster to show how we can reduce plastic pollution. <i>Reception to look at pictures and decide which is the right and wrong choice.</i></p>	<p>e.g. turning lights off when you leave a room, having a shower instead of a bath. Invite children to stand up and say your promise. Create display promises. <i>Reception to choose an eco-promise and make a verbal promise.</i></p>
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		<p>school is doing to help the environment. Create an Eco Set of Rules Poster.</p> <p><i>Reception to sort appropriate and non-appropriate ideas as a group..</i></p>					
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