

	Texts	Literacy	Communication and Language	Maths Each week:- Number Shape Money	Topic Science, Geography, History, Art, DT, Computing.	Religious Education	PSHE. Knowing myself	Outdoor Learning	British values/SMSC
Weeks 1	Non-fiction - postcards home	postcards	Speaking and listening Identifying parts of a post card Greeting Address Signature Stamp	No. Reading, writing and ordering two- and three-digit numbers and money maths SSM. Naming shapes. Using a ruler	Geography/ Art , introduce the topic, look at outside area Create a paper mache world globe. Flags Of other countries Plants - lifecycles (seeds & bulbs) Growing conditions - Light, water, temperature. <i>Unit Vocabulary</i> <i>absorb, competition for resources, function, minerals, optimum conditions, plant life cycle, plant tissues, pores (stomata), reproduction, seed formation, structure, support, well-aerated soil, well-drained soil.</i>	What do you know about Christians and Muslims? Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary introduce Christianity and Islam. Include Mosque and a Church. How are these buildings different from one another?	I can tell you some things about me. Children to complete a 'passport' about themselves giving details such as: Eye, hair, skin colour; birthmarks/freckle, name; date of birth; country of birth. Things I can do. Extend this activity by getting children to buddy up with an older pupil, and compare their measurements, for example, height, handprint and shoe size.	Exploring changes in the environment area	'Learning to learn' -
Week 2	Non-fiction - postcards home	Post card writing	Reading postcards	No. Counting and estimating, and money maths. SSM. Describing shapes.	Geography , global mapping, goggle maps. Sea, land, atlas, globes, equator, hot and cold. Art/DT - Paul Cézanne (1839-1906) outside sketching. Computing - To understand that digital images can be changed and edited. Explore editing different still digital images.	Pupils draw around hands, (some may need a template), on each finger record one of five fantastic facts: one hand about Christianity and one about Islam. On the palm of each hand pupils should write one question which they can explore	I can tell you things about me that change and do not change. Ask the children to bring in photographs of themselves as babies, toddlers, aged three or four, and now. Make a display of the photographs in chronological order for each child. Ask children to look at	SEAL what am I good at? Outdoor activities.	Democracy - children are asked at the beginning of each topic - What do you want to learn?

					<p>Science - To know that we eat different parts of different plants.</p> <ul style="list-style-type: none"> To introduce the concept that different parts of plants have different functions. To know that roots take up water and anchor the plant to the ground. 	<p>through the unit. The hands can be displayed on a washing line or tree.</p>	<p>the display and note down all the things they notice about how they and their friends have changed over the years. Contrast these with things about ourselves that do not change very much. Look at passport from last week. What things will change and what things will stay the same? Chn can think about what they could do as a baby, toddler, small child and now. (e.g. riding a bike, talking, swimming etc). Sheet for a drawing of themselves at each stage of their development. Chn to write/choose symbols showing what they could and couldn't do.</p>		
Week 3	<p>Text - Paddington bear</p> <p>Write a short alternative traditional story using connectives to indicate time and</p>	<p>Read versions of the story Plan an alternative traditional story.</p>	<p>Speaking and listening - Discuss opposing characters from the narrative. Discuss and compose dialogue for different characters.</p>	<p>No. Number facts to 20 and to 100</p> <p>Addition and Subtraction of 1 and 2-digit number, and money maths SSM. Shape</p>	<p>Geography, Main landmarks of major countries.</p> <p>Art/DT - Cooking using vegetables</p> <p>Computing - To know that digital imaging software is used on the computer to change, edit and enhance digital images.</p> <p>Science - Closely observe a variety of flowers and vegetables with magnifiers and record this in the</p>	<p>WHAT WAS MUHAMMAD'S LIFE LIKE?</p> <p>Discuss or listen to the changes in pupil's lives, How have these changes made them feel? Record these emotions. Introduce</p>	<p>I can tell you how I might change in the future. Recap from last week. Look at passports and discuss ideas about what might change and what might stay the same. Ask chn to draw a picture (and label where</p>	<p>Observing plants and trees.</p>	<p>Rule of law - PSHE accepting responsibility for consequences of own behaviour. Individual liberty - School rules, being kind to each other.</p>

	tension.			hunt.	form of a watercolour painting.	Muhammad and how he was a very special person for Muslims and set the scene (time and place) of life in Mecca. Explain the use of PBUH (peace be upon him)	appropriate) of what they think they might look like and be like when they are grown up. LA chn can choose from a list of characteristics (e.g. taller etc) Chn can think about what they might be able to do. Link to targets. Chn can write personal targets to be reviewed later in term.		
Week 4	Text - Paddington bear	Children create their own story adding dialogue and images to a written narrative.	Speaking and listening - Discuss how words, sounds and images can convey different information to a reader.	No. Multiplication and division facts, and money maths. SSM. Describing shape. Capacity.	<p>Geography, mapping of environment area</p> <p>Art/DT - Andy Goldsworthy</p> <p>Computing - Use image editing software to investigate such aspects as:</p> <ul style="list-style-type: none"> o brightne ss <p>Science - To recognise that leaves are needed for healthy plant growth.</p> <ul style="list-style-type: none"> • To understand the need for plants to have a supply of air and light to grow healthily. 	give pupils the story of Muhammad's life on a set of 4 different coloured cards. Read and sequence the story cards. Being an orphan, growing up as an illiterate, working as an honest merchant, marrying his boss. Share the story as a whole class. Record as Muhammad's feelings graph.	I know that some changes are natural and happen 'by themselves'. List of things on IWB (symbols printed to stick on large sheets of paper) that change by themselves (e.g. getting taller, hair growing etc) and things that don't change by themselves (learning to read etc). As a class chn to decide how to sort these.	Computing - Children to collect data on what they find in an outside area to create a database	Mutual respect & tolerance of others - celebrate diversity.
Week 5	Speaking and listening weeks Trip to see the Gruffalo	traditiona l story	Investigate main features Character monologue Adventure story writing Biography of	No. ordering numbers and money maths. SSM. Measuring using mm,	<p>Geography, Trip out</p> <p>Volcano tropics artic</p> <p>Art/DT - Salad</p> <p>Computing - Use image editing software to investigate such aspects as:</p>	What Changed Muhammad's Life? Focus on how the 'Night of Power' changed Muhammad's life.	I can tell you about changes that I can make happen. I can make some changes quickly and easily. Outdoor	Maths - measuring capacity	To begin to exercise choice and the right to decide

	1st week of take one book -Narrative Julia Donaldson Snail on the whale		characters.	cm and metres	<ul style="list-style-type: none"> o contrast o cropping <p>Science - To know that too little or too much water prevents healthy plant growth.</p> <ul style="list-style-type: none"> • To know that plants need a supply of nutrients for growth. 	Discuss the emotions he may have felt, Highlight that Muhammad could not read and had to learn the words of Allah by heart. The pupils re-tell the story as a whole class. Show class a version of the Qur'an explain that Muslims believe that the Qur'an contains the words of Allah, revealed to Muhammad by the Angel Gibril.	session with three sets of materials. PE equipment eg balls and hula-hoops. Provide model cars and different ramps and surfaces for the second set, and as many different materials that change shape as you can for the third (e.g. soft modelling dough or clay, elastic, tights, springs, bubble wrap). Challenge the children in pairs to make as many changes happen as they can using each set of materials, include stopping, starting, turning and slowing down. Talk about the reasons for the changes but make sure you draw attention to the fact that we can make some physical changes happen. Most of these changes are quick and easy. Are all changes quick and easy?		
Week 6	2 nd week of take one book -Narrative	traditional story	Investigate main features Character monologue	No. reading and ordering numbers and	History - compare swimming clothing Art/DT - Georgia O'Keeffe	HOW WAS MUHAMMAD PROTECTED BY	I know different ways that help me to learn to do things.	Maths - shape outside	To begin to discuss and debate topical

			<p>Adventure story writing Biography of characters.</p>	<p>money maths. SSM. Recognising, describing and making 2D and 3D shapes</p>	<p>Computing - Use image editing software to investigate such aspects as:</p> <ul style="list-style-type: none"> ○ rotating ○ resizing <p>Science - To understand that plants produce their own food.</p>	<p>ALLAH? Tell the story of 'Muhammad and the Spider's Web' Explore Muhammad's relationship with Allah, including: visits to Mount Hira to think and be alone, a visit from the Angel Gibril (Gabriel), the messenger of Allah and Muhammad's escape, including his reason for leaving. Focus on the story of Muhammad and the Spider's Web, thinking about Muhammad's faith in Allah's protection as he is safely guided to Medina.</p>	<p>Look at chdn's targets. - how they get better at what they do. Ask children to give examples Was it quick and easy to get better at doing these things?. What helps us get better? How do we learn? children to think of as many ways as possible that we can learn to learn - watch other people; try things out different ways; get things wrong then change the way we do things; ask others to tell us or show us; practise; keep going (persevere) when it becomes boring or frustrating; keep the goal in mind happy or hopeful thinking (saying encouraging things to ourselves); imagine yourself being able to do it. Chn to make a poster/picture of them trying to get better at something with a sentence.</p>	<p>issues in both small and larger groups</p>
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<p>Autumn Half Term 2 Week 1</p>	<p>Poetry</p>	<p>fireworks, - leaves falling, seasonal changes</p>	<p>Read and discuss a range of poems identifying distinctive features such as repetition, rhyme, rhythm, and alliteration</p>	<p>No. Counting and estimating, and money maths SSM. Continuing a pattern.</p>	<p>Topic Outside Geography, comparing different animals in different habitats across the world. Art/DT - making paper flowers Computing - To begin to understand that digital images can be altered to communicate different moods or ideas. Experiment using effects and paint tool settings, including black and white, chalk and charcoal, sepia, etc). Science - To understand the ideal conditions that plants require for growth.</p>	<p>HOW WAS MUHAMMAD PROTECTED BY ALLAH? story of 'Muhammad and the Spider's Web' Muhammad's relationship with Allah, visits to Mount Hira visit from the Angel Gibril (Gabriel), escape, - describe religious ideas from the story and develop understanding of why</p>	<p>I can tell you things about me that change and do not change. children to find out how they have changed in what they like and dislike, what friends they used to have and have now, what clothes they used to wear and like to wear now, what they used to be able to do and what they can do now. teacher to scribe</p>	<p>Science - testing materials outside</p>	<p>Begin to contribute to the life of the class & school; e.g. classroom & library monitors</p>
<p>Autumn Term 2 Week 2</p>	<p>Poetry</p>	<p>fireworks, - leaves falling, seasonal changes Write an example of a poem</p>	<p>Apply knowledge to perform own poems - repetition, rhyme, rhythm, and alliteration</p>	<p>No. Addition and subtraction of two- and three-digit numbers, using a number line and columns, and money maths. SSM. Weight</p>	<p>Art/DT - Vegetable curry Computing - To understand the need to seek consent before capturing and/or using the images of others. Use simple digital cameras to capture images to support to support a curriculum topic. Science - To know the conditions seeds need to germinate.</p>	<p>HOW WAS MUHAMMAD PROTECTED BY ALLAH Create a script of the story told from the point of view of passing travellers in the desert reporting what they saw of the events. If appropriate, a dramatic point of view description of the story, can be recorded, as a radio play.</p>	<p>I know that to make some changes are hard and takes a long time. Introduce the questions: • Which changes on the list are ones you can't do anything about? • Which are changes that you can choose? • Which are changes that you can make happen? discuss their group's list - Getting better at our learning is an</p>	<p>PSCHE - what activities am I good at outside?</p>	<p>Become aware of and respect the different opinions of others Offer simple ideas or opinions about real school issues. RE Begin to contribute to the life of the class & school; e.g. charities the school supports.</p>

							example of a change that we must make happen. It doesn't happen by itself.		
Autumn Half Term 2 Week 3	Menu	Use connectives to write a process	Use connectives to explain a process	No. Multiplication and division: doubling, halving and $TU \times U$, and money maths. SSM. symmetry	<p>Art/DT - Making seed spinners</p> <p>Computing - To become aware of the fact that digital images can be animated. Use physical flip books.</p> <p>Science - To understand the contribution and work of Maria Sibylla Merian in our understanding of plant life cycles.</p>	<p>HOW WAS MUHAMMAD PROTECTED BY ALLAH</p> <p>A dramatic point of view of a description of the story, to be recorded, as a radio play.</p>	<p>I know different ways that help me to learn to do things.</p> <p>Explain even the very cleverest people, can get better at what they do - practice, perseverance, etc.) Chn to review their targets and talk with a partner (or adult) about if they have met them or not. Chn to decide on a new target. As a class talk about what the chn did to meet their targets (e.g. practice, ask for help etc).</p>	Learning where healthy vegetables come from	Be confident to try new activities initiate ideas and, speak in a familiar group.
Autumn Half Term 2 Week 4	Instructions	menu	Choose and use appropriate vocabulary	No. Fractions: representing, comparing and ordering unit fractions of shapes and numbers. SSM. Right angles	<p>Art/DT - lemon and poppy seed muffins. Lemonade for celebrations</p> <p>Computing - Develop the children's understanding of animation through showing different examples of animation.</p> <p>Science - To know how to order the life cycle of common plants.</p>	<p>HOW DOES THE LIFE OF MUHAMMAD AFFECT THE LIVES OF MUSLIMS TODAY</p> <p>Invite a member of the Muslim faith (an adult or pupil) Prepare the class for the visit and with the pupils generate questions that they want to ask. Discuss how</p>	<p>I can tell you what a habit is and know that it is hard to change one.</p> <p>Ask the children how hard they think it is to change our behaviour. Then suggest they Fold their arms the most comfortable way (i.e. the way they would automatically do it). Then ask them to</p>	Healthy exercise	Begin to know about different groups they belong to and the important people and roles within them.

						<p>the life of Muhammad affects their life today. How does their faith affect the way they behave? Are pupils lives similarly influenced by leaders, religious or non-religious?</p>	<p>fold them the opposite way Interlink the fingers of both hands. Which thumb is on top? Now reverse. Ask the children how it feels and scribe their comments.. because we get used to doing something in a certain way. It does not mean that it is the right way. Explain 'habit'. Ask the children if they have any they would like to stop. Discuss how difficult it can be to change - have a competition to see who can eat a whole doughnut without licking their lips - a messy activity</p>		
<p>Autumn Half Term 2 Week 5</p>	<p>Invitations,</p>	<p>Invitation to a party</p>	<p>Choose and use appropriate vocabulary</p>	<p>No. Read and write numbers. Money maths SSM. Read and write time to 5 minute intervals</p>	<p>Art/DT - Sketching Computing -. Use onscreen examples to help explain the process of stop animation to the children. With support as appropriate create an object onscreen related to a curriculum context and animate it through a sequence of images. Science - To know that different plants are found in certain habitats.</p>	<p>HOW CAN GOD BE DESCRIBED? Where do our ideas about God come from? <i>What is God like?</i> <i>Why is it hard to describe God?</i> Put statements around the classroom walls - If God was a flower, colour, plant, tree, mineral food etc</p>	<p>I know what it means when something is or isn't your fault. I can talk about how people can change their behaviour. Read the story <i>Naughty Nigel</i> from the resource sheets. The story is about a seven-year-old child who wanted to change his behaviour.</p>	<p>Maths - passing of time. Different times of the day - light and dark.</p>	<p>Begin to develop a sense of responsibility and set a personal target. Offer simple ideas or opinions about real school issues.</p>

						<p>God would be... because...Pupils write their own ideas on 'Post-It's summarise Display</p>	<p>When you have checked the children's understanding of the story, discuss the following questions with them:</p> <ul style="list-style-type: none"> • Are people born naughty? • Can we choose how we behave? • Was it Nigel's fault or not his fault that he did what he did? • Can Nigel change the way he behaves? • What could he do? • What obstacles might he come across and how might he overcome them? 		
<p>Autumn Half Term 2 Week 6</p>	<p>Letter writing -</p>	<p>persuasive writing, I deserve...</p>	<p>Choose and use appropriate vocabulary to persuade</p>	<p>No. and Statistics. Read, present and interpret pictograms and tables</p>	<p>Art/DT -Polish recipe Computing - To talk about the need to plan before creating an animation for a purpose.. For some children, create a brief plan for their animation and use it to support them when creating it.</p> <p>Science - To know that there are reasons for differences in the plants that grow in different habitats.</p>	<p>HOW CAN GOD BE DESCRIBED? Explain that Muslims have '99 Beautiful Names' for Allah. Discuss the meanings of some of these a "Creator", "Forgiver", the "Loving" and "Majestic". Pupils add their own definition to these Muslim examples, (for example, the invisible, the</p>	<p>I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way. I know that I make my own choices about my behaviour. Ask the children to identify something they would like to change in the way the class work or play together. Ask each</p>	<p>Environmental walk</p>	<p>Begin to understand the rights and responsibilities of children.</p>

						<p>proud...) HOW CAN GOD BE DESCRIBED? Look at examples of Islamic Art and Calligraphy. Choose a name which describes God and illustrate it. Experiment with font and colour on Word Art. Explore tessellating patterns using printing methods, symmetrical programmes and geometrical shapes.</p>	<p>group to present their ideas to the class, and have a vote on the best idea. Demonstrate the writing of the chosen plan, talking aloud and asking questions <i>Is there any other help we need?</i> <i>how we will celebrate when we achieve our goal? What could we do?</i></p>		
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