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| Enrichments |
| Farm shop/factory role play Trip to farmMake pumpkin soup for food hubs |

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| Key texts |
| Autumn 1 –Oliver’s vegetables, Oliver’s fruit saladAutumn 2 – The Enormous Turnip, pumpkin soup |

**Farms and Factories**

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| Word of the week |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Autumn 1** | recognise | produce (food) | vast | struggle | patience | donate | suggest |
| **Autumn 2** | manufacture | risk | ruined | produce (make) | unwrap | scented | anticipate |

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|  | What will I know? | How will I learn it? | Vocabulary |
| **History** | Did our Grandparents eat the same food as we do now?Finds answers to simple questions about the past from sources.Uses words and phrases: old, new, young, days, months.Tell the difference between past and present in their own and other peoples lives.Begin to identify and recount some details from the past | **Through enquiry questions:****How has farming changed since our grandparents were little?****1 Who are Grandparents?**learn about our family tree, ask questions to a visitor**3/4/5 What did our Grandparents eat?**interview a grandparent, use books to research**1/3/5 How did our Grandparents get food?**Visit a farm and interview a farmer**3/4 How do we get food?**research factories, discuss farm to fork journey**1/3/5 How has farming changed since our grandparents were little?**compare and contrast food from the past and today and how it’s harvested. | Grandparent, farm, factory, production line, source, produce, product, Moreton, Wirral, Cadbury’s, farmer, field, shop, transport, tractor, machine, past, present, before I was born, then, now, same, different, where, when, recent, evidence, modern, a long time ago.  |
| **Geography** | Ask simple geographical questionsUse simple maps of the local areaUse locational language to describe routesMake simple maps and plansName, describe and compare familiar placesKnow about present changes in the local environment eg. At school  | **Through enquiry questions:****What has changed in Moreton?**use pictures to compare Moreton in the past and Moreton now**Where can I get food in Moreton?** Explore different shops in Moreton. **How does my dinner get on my plate?**begin to explore farm to fork journey**Why is the Wirral a good place to farm food?**Land use and transport links. | Geography, place, local, school, grounds, map, area, journey, plan, feature, human, physical, route, change, develop, compare, contrastMoreton, town, shop, church, walk, farm, produce, food, |
| **Art / DT** | **ART: PAINTING**Experiment with a variety of media: pencils, paintBegin to control the types of marks made with the range of media. Start to record simple media explorations.Look at and talk about own work and that of other artists and the techniques they had used.Experiment with a variety of media; different brush sizes and tools. Start to mix a range of secondary colours, moving towards predicting resulting colours. Look at and talk about own work and that of other artists and the techniques they had used.**ART: 3D ART**Experiment in a variety of malleable media such as saltdoughContinue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.Impress and apply simple decoration techniques: impressed, painted and applied. Use tools and equipment safely and in the correct way. Look and talk about what they have produced, describing simple techniques and media used. **DT: Textiles**Begin to identify different forms of textiles.Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch.  | Research Wassily Kandinsky and create a front cover in our art booksExplore the stimuli - *Squares with Concentric Circles*, 1913Practice drawing different circles inside each other. Experiment with different sizes and widths between circles. Annotate with which ones we prefer. Colour theory. Primary and secondary colours (colour wheel)TonePractice on individual squares in the style of Kandinsky – annotateFinal piece – children to create their final pieces in the style of Kandinsky. Create an art show with our final pieces and invite parents in.Research the history of salt doughExplore different salt dough sculpturesPractice manipulating dough using playdough (take photographs for art book) – children to annotateChildren to plan out their salt dough Christmas decoration Final piece: Children to create their final salt dough Christmas decoration and paint.Children to take their salt dough decoration home to hang on their Christmas treeResearch: different chocolate bar wrappersDesign: design our own chocolate bar wrapperSkill: Sowing or nets?? Make: Make our own chocolate bar wrapper and put our chocolate in it to take home.Evaluate: Evaluate our chocolate bar wrappers | Artist, artwork, materials, create, technique, improve, natural, repeated pattern, drawing, pattern, line, form, colour, shape, space, pencil, crayons, mark making, control, tone, tools, hands, malleable, salt dough, modelling, purpose, carve, observation, sculpture, impressions, decoration, cutting, safety, purpose, sensory, evaluation, texture, design, make, evaluate, base, corner, rigid, structure, stability, strong, weak |
| **Computing** | **E-safety**I know what personal means.I know what information is personal.I know how to get help if I feel something is inappropriate or hurtful online.**Computer Science**I know what a command is.I know how a basic symbols can be used to execute movement in a robot. I know what a directional command is.I know how to program a bot by giving single commands with an immediate outcomeTo be able to use the approtpriate keys or commands to make a virtual or floor robot go forward backward, left or right.I know how to use basic symbols to record directional instruction.  | **What is the internet?**Explore the uses of the internet both in school and at home**Digi Duck - famous friend**Guess who the famous friend might be, sort personal and non-personal information, hotseat asking non-personal questions to a character from the story. What is the story teaching us?**Digi Duck – The magic castle**What should DigiDuck do if this happens again?Discuss what types of games children play online**Digi Duck – Detective Digi**Help detective DigiDuck by sorting the facts from the fiction**Digi Duck – Digi Duck saves the day**Give the animals tips to help them stay safe when planning the party onlineDid they follow all the tips for staying safe? Create a certificate to say well done**How do we stay safe online?**Create a poster showing key ways to stay safe online**What is a command? How can I give a directional command?** give Robot Oliver instructions to find the vegetables in his garden**Code Studio (Course A)**Sequencing with Scrat #2 Lessons 1-7 | Internet, computer, tablet, Ipad, device, social media, information, personal, share, E-safety, computing, cyber bullying, media, online, password, command, direction, robot, bot, program.  |
| **Music** | **Sing** unison songs from memory. (limit range to minor 3rd), call and response songs (broaden to a 5th)**Follow** directions to change tempo**Listen** and move to music Find, copy and maintain a beat**Improvise, compose and perform** in the key sets of C major, G major, D major and minor**Create** a graphic score using symbols representing sounds, rhythm and pitch. | **Focus: Beat****Core piece:** Piano No. 11-11 Rondo Alla Turca (Turkish March) by Mozart **Key Styles:** Hip hop, jazz, Pop, Classical period**Instruments:** Percussion, tuned and untuned **Charanga: Hey you!, Rhythm in the way you walk/Banana rap** | Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation. |
| **Science** | PlantsIdentify and name a variety of common wild and garden plantsClassifying, researchingIdentify and describe the basic structure of a variety of plantsObserving Identify and name deciduous and evergreen treesIdentify and describe the basic structure of treesObserving, classifying**TESTING**: Does school have more deciduous trees or evergreen trees in forest school?Questioning and predicting, testing, observing, concludingEarth and space – AutumnObserve changes across the four seasonsObserve and describe weather associated with the 4 seasons and how the day length varies.Observing How does the world change throughout the year?Questioning and predicting, Recording, concludingAnimals including humansIdentify, name, draw and label the basic parts of the human bodyObserving, Say which part of the body is associated with each sense.recording | Name a selection of fruits and vegetables that grow in the gardenIdentify the parts of a plant that we can eat-create an edible plant model Use plants to physically label the different partsPSHE link- name and label parts of the human bodyObserve plants and weather using tools and measuring equipmentUse forest school to test whether we have more evergreen or deciduous trees. Start a ‘seasons booklet’ which will be completed throughout the year.Draw around our friends and label our different body parts. | Season, weather, spring, summer, autumn, winter, change, temperature, observe, rainfall, monitor, plant, root, stem, leaf, petal, fruit, vegetable, edible, name, identify, human, animal, body, internal, external, test, perform, experiment, observe, equipment, classify.A variety of common plantsA variety of common animals Body parts |

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|  | What will I know? | How will I learn it? |
| Maths sequences | Arithmetic  | Numbers to 10*Counting to 10**Counting objects to 10**Counting to 0* *Comparing numbers of objects**Ordering numbers*Number bonds*Making number bonds**Making number stories*Addition within 10*Add by using number bonds**Add by counting on**Completing number sentences*Subtraction within 10*Subtract by crossing out**Subtract by counting back**Addition and subtraction*Numbers to 20*Counting to 20**Comparing numbers**Ordering numbers**Number patterns* | One lesson focusing on Journaling. One lesson focusing on independent application Key skills practised during Continuous provision.Maths No Problem Chapter 1Maths No Problem Chapter 2Maths No Problem Chapter 3Maths No Problem Chapter 4Maths No Problem Chapter 6 |
| Mental / Fluency | Subitise within 5Composition of the number 5Understanding of the numbers 6 – 9 using the ‘5 and a bit’ structureCompare numbers with 10 and use precise mathematical languageRecap the order of numbers within tenConnect this to ‘1 more’ and ‘1 less’ than a given numberExplore the structure of even numbers Explore the structure of odd numbersExplore the composition of the numbers 6, 8 and 10Explore number tracks and number lines and identify the differences between them. | NCETM fluency sessions three times per weekDaily counting opportunitiesOpportunities in Continuous Provision to practise, apply and consolidate skills daily |
|  English sequences | GPAS | Use key skills in a sentence- capital letter, full stop and finger spaces. Begin use adjectivesRecognise and use question marks | Write a simple sentence Describe fruits and vegetables using adjectives.Describe fireworks using adjectives Write a setting description using adjectivesWrite a question for a farmer using a question mark  |
| Reading/Phonics | Revisit Phase 3 and Phase 4:GPCsai, ee, igh, oa, oo, ar, or, ur, **oo,** ow, ear, oi, air, er, /z/ s, -esWords with two or more digraphsPhase 4: CVCC, CCVC, CCVCC, CCCVC wordsPhase 4: words with long vowels.Tricky wordsthe, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, todayPhase 5GPC’say, ou, oy, ea, ir, ie, ue, u, o, i, a, e, a-e, i-e, o-e, u-e, e-e, ew, ie, awTricky words:Their, people, oh, your, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want | Read three times per week to build fluency using Little Wandle reading sessions.Session 1 – DecodingSession 2 – ProsodySession 3 – Verbal comprehensionPhonics lessons daily following Little Wandle Autumn 1 and Autumn 2 Year 1 progression.Times during the day to consolidate key GPC’s or tricky words to aid fluency. |
| Writing | Write captions and simple sentencesBegin to independently write sentencesSequence and retell familiar stories, recalling key facts | Design an allotment like Grandpa’s in Oliver’s vegetables and write a simple description.Describe the fruits and vegetables Oliver picks.Retell The Enormous TurnipWrite a simple story based on The Enormous Turnip to give to Pre-school children for use in their reading areaWrite The Nativity Story  |
| Vocab/Spelling | Use phase 3 and 4 sounds accurately in spelling | Independently use Grow the code and tricky word mats to write wordsDaily phonics lessons, keep up and catch up interventions Weekly word of the week sessions to explore vocabularyDaily story time to discuss books and vocabulary used by authors. |