|  |
| --- |
| Enrichments |
| Farm shop/factory role play  Trip to farm  Make pumpkin soup for food hubs |

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

**Farms and Factories**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 questions  Use simple maps of the local area  Use locational language to describe routes  Make simple maps and plans  Name, describe and compare familiar places  Know 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, contrast  Moreton, town, shop, church, walk, farm, produce, food, |
| **Art / DT** | **ART: PAINTING**  Experiment with a variety of media: pencils, paint  Begin 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 saltdough  Continue 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 books  Explore the stimuli - *Squares with Concentric Circles*, 1913  Practice 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)  Tone  Practice on individual squares in the style of Kandinsky – annotate  Final 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 dough  Explore different salt dough sculptures  Practice manipulating dough using playdough (take photographs for art book) – children to annotate  Children 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 tree  Research: different chocolate bar wrappers  Design: design our own chocolate bar wrapper  Skill: 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 outcome  To 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 online  Did 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** | Plants  Identify and name a variety of common wild and garden plants  Classifying, researching  Identify and describe the basic structure of a variety of plants  Observing  Identify and name deciduous and evergreen trees  Identify and describe the basic structure of trees  Observing, classifying  **TESTING**: Does school have more deciduous trees or evergreen trees in forest school?  Questioning and predicting, testing, observing, concluding  Earth and space – Autumn  Observe changes across the four seasons  Observe 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, concluding  Animals including humans  Identify, name, draw and label the basic parts of the human body  Observing,  Say which part of the body is associated with each sense.  recording | Name a selection of fruits and vegetables that grow in the garden  Identify the parts of a plant that we can eat-create an edible plant model  Use plants to physically label the different parts  PSHE link- name and label parts of the human body  Observe plants and weather using tools and measuring equipment  Use 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 plants  A variety of common animals  Body parts |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 1  Maths No Problem Chapter 2  Maths No Problem Chapter 3  Maths No Problem Chapter 4  Maths No Problem Chapter 6 |
| Mental / Fluency | Subitise within 5  Composition of the number 5  Understanding of the numbers 6 – 9 using the ‘5 and a bit’ structure  Compare numbers with 10 and use precise mathematical language  Recap the order of numbers within ten  Connect this to ‘1 more’ and ‘1 less’ than a given number  Explore the structure of even numbers  Explore the structure of odd numbers  Explore the composition of the numbers 6, 8 and 10  Explore number tracks and number lines and identify the differences between them. | NCETM fluency sessions three times per week  Daily counting opportunities  Opportunities 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 adjectives  Recognise and use question marks | Write a simple sentence  Describe fruits and vegetables using adjectives.  Describe fireworks using adjectives  Write a setting description using adjectives  Write a question for a farmer using a question mark |
| Reading/Phonics | Revisit Phase 3 and Phase 4:  GPCs  ai, ee, igh, oa, oo, ar, or, ur, **oo,** ow, ear, oi, air, er, /z/ s, -es  Words with two or more digraphs  Phase 4: CVCC, CCVC, CCVCC, CCCVC words  Phase 4: words with long vowels.  Tricky words  the, 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, today  Phase 5  GPC’s  ay, ou, oy, ea, ir, ie, ue, u, o, i, a, e, a-e, i-e, o-e, u-e, e-e, ew, ie, aw  Tricky 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 – Decoding  Session 2 – Prosody  Session 3 – Verbal comprehension  Phonics 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 sentences  Begin to independently write sentences  Sequence 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 Turnip  Write a simple story based on The Enormous Turnip to give to Pre-school children for use in their reading area  Write 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 words  Daily phonics lessons, keep up and catch up interventions  Weekly word of the week sessions to explore vocabulary  Daily story time to discuss books and vocabulary used by authors. |