LVC: Friend in Deed LV: Caring

Phonics	Week 1 WC 30/10/22 ur (bird)	Week 2 WC 6/11/22 o (go)	Week 3 WC 13/11/22 a-e (snake)	Week 4 WC 20/11/22 e-e (these)	Week 5 WC 27/11/22 Grow the code: /igh/ ie	Week 6 WC 4/12/22 Assessment	Week 7 WC 11/12/22 Review	Week 8 WC 18/12/22 (3DAYS) Review
PHOMES	u (blue) ie (pie) ue (blue/rescue) u (unicorn)	i (tiger) a (paper) e (he) S&L - Oracy	i-e (time) o-e (home) u-e (rude/cute)	ew (new/chew) ie (shield) aw (claw)	i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Assessment	Review	Review
Maths	Place Value 20 To read and write numbers from 0 to 20. To begin to understand what each digit in a number represents and partition into tens and ones. To partition and combine a number into tens and ones.	Place Value 20 To read and write numbers from 0 to 20. To begin to understand what each digit in a number represents and partition into tens and ones. To partition and combine a number into tens and ones.	Addition - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two- digit numbers to 20, including zero	Addition Number bonds to 10 - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one- digit and two-digit numbers to 20, including zero	Subtraction - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one- digit and two-digit numbers to 20, including zero	Subtraction - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two- digit numbers to 20, including zero	2D shapes – naming and properties. - recognise and name common 2-D - 2-D shapes [for example, rectangles (including squares), circles and triangles]	Review
Science		Senses – Touch -Say which part of the body is related to each sense.	Senses – Sound -Say which part of the body is related to each sense.	Senses – Sight -Say which part of the body is related to each sense.	Senses – Taste Baking – treats for Grandma in LRRH. -Say which part of the body is related to each sense.	Senses – Smell -Say which part of the body is related to each sense.		
ICT	Textease – Diwali – Rangoli patterns.	Firework art. Textease – symmetry – two	Textease – symmetry – four way tool	Textease – stamps	Textease – grid	Textease – Christmas poster – all tools and basic	Textease – Christmas card infill – all	

	pictures - (fill, chalk, spray paint, shapes)	way tool				text label	tools and basic text	
use techr		spectfully, keeping pe		rieve digital content. te; identify where to go for	r help and support when th	ey have concerns abou	it content or conte	act on the
Writing	Explore poetry White Light Walk Poetry Poetry walk – what can we see? Purpose: to recreate our own version of White Light Walk. To use adjectives to describe. Key teaching: adjectives, short sentences, nouns. Marking: NS	Firework sense poetry Purpose: linking with our drama – noises, smells, sights, sounds – real life experiences. Key teaching: what is a poem, adjectives, using our senses to write, non- standard shapes. Marking: 2 stars and a wish.	Remembrance Day – writing our favourite memories to our Friend in Deed with hope of a response! Purpose – real life (LVC) - writing to a pal at Friend in Deed and asking for a response. Key teaching: letter features, clear sentences, full stops, personal pronoun I. Marking: think pinks.	Oracy - Speaking and listening week - T4W – Little Red Riding Hood Purpose: can you re- tell a story to someone else? Pie Corbett story map and actions. Key teaching: re-telling using a story map and actions. Repetitive use of known vocab. Marking: N/A (oracy focus).	T4W – Re-telling Little Red Riding Hood Purpose: re-telling a well-known story using a story map. Key teaching: story structure, using known vocab, sequencing, full stops, capital letters, time words to structure. Marking: 2 stars and a wish (wish to go on tracker) and self- assessment grid.	Friend in Deed Christmas cards. Purpose – real life - writing to a pal at Friend in Deed. Key teaching: card features, capital letters for personal pronouns. Marking: N/A – to be sent away.	Story of Christmas – do you know the important parts of the Christian story? Purpose – can you re-tell some of the parts of the Christian Christmas story? Key teaching: sequencing, capital letters, full stops, pronouns, interesting vocab and structure to make it interesting, time words to structure. Marking: NS (to go on tracker)	Jolly Postman – can you write a letter for the book (CP activities

-Write simple dic -Sequencing sent -Writing about re -Re-tell stories. -Reading and wri -Re-read to check -Read aloud clean -Discuss with staj	iting simple poems. k it makes sense. rly to peers and teachers. ff member or other pupils. • adverbials – firstly, secondly, fina tween words.		e, full stop, question mark,	exclamation mark.			
Drama/I nquiry	Can we use our bodies to be like a firework? How would they move?		Finding pictures around the classroom – can we put them together using vocab such as first, next, then, finally? Learning actions for the story LRRH. Create a collaborative story map for LRRH and think of captions/key vocab. 5 bags – can we explain -who? -where? -what? -when?	Using actions, story map and key vocab to re-tell the story of LRRH.	Inquiry Question Review – How can our actions impact others?	Re-enact some of the key parts of the Christian Christmas story.	Re-enact some of the key parts of the Christian Christmas story.
Art/D&T	Access Art: Pathway Printmaking – Hands, Feet and Flowers -Explore and copy patterns and textures.	Access Art – Printmaking Taking rubbings and making compositions -Explore and copy patterns and textures. -Use a variety of	Access Art – Printmaking Foam Printing – Christmas Cards for Friend in Deed -Explore and copy patterns and textures. -Use a variety of tools,	Access Art – Printmaking Foam Printing – Christmas Cards for Friend in Deed -Explore and copy patterns and textures. -Use a variety of tools,	Hall display (collage) Tree - Owls Animals - Robins Birds – Chaffinches Sky – Crows	Christmas crafts. -Explore and copy patterns and textures. -Use a variety of tools, media and	

		-Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.	tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.	media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.	media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials. Cooking – treats for Grandma in LRRH! -Make a simple dish following a recipe. -Work tidily. -Wash hands and make sure surfaces are clean. FLOORBOOK PICTURE	Decorations Morning (use a stick to display). -Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.	surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.	
PSHE & RE	Intro to Hinduism and Diwali. FLOORBOOK PICTURE Bonfire Safety -Where beliefs come from. -How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus. -How beliefs shape the way believers see the world and each other: Give an example of	Learner Value – CARING – pp. Introduce Friend in Deed – who are they? (LVC)	RSE Solution Lesson 4 -Pupils can identify and respect the differences and similarities between people. FLOORBOOK PICTURE Anti-bullying Week FLOORBOOK PICTURE		Keeping safe Road Safety Safety in different environments: road safety PoS Refs: H29, H32, H33	Judaism – Hannukah -How and whether things make sense: Give simple reasons why the items studied are important to people of that faith. FLOORBOOK PICTURE	Intro to Christianity Story of Christmas -How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus. -The nature of knowledge, meaning and existence: Talk about what they can smell, taste,	Christianity – Story of Christmas

	what a Hindu might learn from the story of Diwali about good and evil.						hear, see and touch when studying items related to the practice of two different religions. -How and whether	
							things make sense: Give simple reasons why the items studied are important to people of that faith.	
Music	No Place Like Lesson 1 FLOORBOOK PICTURE		Christmas performance songs No Place Like Lesson 2	Christmas performance songs No Place Like Lesson 3 FLOORBOOK PICTURE	Christmas performance songs No Place Like Lesson 4	Christmas performance songs	Christmas performance songs No Place Like Lesson 5	No Place Like Lesson 6 FLOORBOOK PICTURE
- Improvise o -Perform sir -Describe wh -Talk about	creating their own tune aging songs to the class pat they can hear and how music makes then		r this.	1	<u> </u>	<u> </u>	1	L
Whole Class Reading	Shape Poetry	Firework Poetry	Remembrance Day – Non Fiction Text.	Remembrance Day – Non Fiction Text.		Christmas Story Little Red Riding Hood – alternative version.	Christmas Story	Jolly Postman
				es/ -become familiar tradit tegies to explore vocabula			scuss word meani	ngs & link with
PE	Real PE Gymnastics	Real PE Gymnastics	Real PE Gymnastics	Real PE Gymnastics	Real PE Gymnastics	Real PE Gymnastics	Real PE Gymnastics	Real PE Gymnastics

Social Skills	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills
Dynamic	Dynamic Balances	Dynamic Balances	Dynamic Balances	Dynamic Balances	Dynamic Balances	Dynamic	Dynamic
Balances	Agility	Agility	Agility	Agility	Agility	Balances	Balances
Agility	Static balances	Static balances	Static balances	Static balances	Static balances	Agility	Agility
Static balances	-Continue to	-Continue to develop	-Continue to develop	-Continue to develop	-Continue to	Static	Static
-Continue to	develop basic	basic movements	basic movements	basic movements	develop basic	balances	balances
develop basic	movements	including running,	including running,	including running,	movements	-Continue to	-Continue to
movements	including running,	jumping, skipping,	jumping, skipping,	jumping, skipping,	including running,	develop basic	develop basic
including	jumping, skipping,	hopping etc, learning	hopping etc, learning	hopping etc, learning	jumping, skipping,	movements	movements
running,	hopping etc,	how to adapt them	how to adapt them to	how to adapt them to	hopping etc,	including	including
jumping,	learning how to	to include direction,	include direction,	include direction,	learning how to	running,	running,
skipping,	adapt them to	levels, speed, agility	levels, speed, agility	levels, speed, agility	adapt them to	jumping,	jumping,
hopping etc,	include direction,	and co-ordination	and co-ordination	and co-ordination	include direction,	skipping,	skipping,
learning how to	levels, speed,	required within multi	required within multi	required within multi	levels, speed, agility	hopping etc,	hopping etc,
adapt them to	agility and co-	skills activities and	skills activities and	skills activities and	and co-ordination	learning how	learning how
include	ordination	team games.	team games.	team games.	required within	to adapt them	to adapt them
direction, levels,	required within	-Select and apply a	-Select and apply a	-Select and apply a	multi skills activities	to include	to include
speed, agility	multi skills	range of	range of Fundamental	range of Fundamental	and team games.	direction,	direction,
and co-	activities and	Fundamental	movement skills,	movement skills,	-Select and apply a	levels, speed,	levels, speed,
ordination	team games.	movement skills,	agility, balance and co-	agility, balance and co-	range of	agility and co-	agility and co-
required within	-Select and apply	agility, balance and	ordination important	ordination important	Fundamental	ordination	ordination
multi skills	a range of	co-ordination	for overall body	for overall body	movement skills,	required	required
activities and	Fundamental	important for overall	strength essential for	strength essential for	agility, balance and	within multi	within multi
team games.	movement skills,	body strength	long term health,	long term health,	co-ordination	skills activities	skills activities
-Select and	agility, balance	essential for long	wellbeing and physical	wellbeing and physical	important for	and team	and team
apply a range of	and co-ordination	term health,	development and apply	development and apply	overall body	games.	games.
Fundamental	important for	wellbeing and	them in a whole class	them in a whole class	strength essential	-Select and	-Select and
movement	overall body	physical development	game, small activity or	game, small activity or	for long term	apply a range	apply a range
skills, agility,	strength essential	and apply them in a	independent learning.	independent learning.	health, wellbeing	of	of
balance and co-	for long term	whole class game,			and physical	Fundamental	Fundamental
ordination	health, wellbeing	small activity or			development and	movement	movement
important for	and physical	independent			apply them in a	skills, agility,	skills, agility,
overall body	development and	learning.			whole class game,	balance and	balance and
strength	apply them in a				small activity or	co-ordination	co-ordination
essential for	whole class game,				independent	important for	important for
long term	small activity or				learning.	overall body	overall body
health,	independent					strength	strength
wellbeing and	learning.					essential for	essential for
physical						long term	long term
development						health,	health,
and apply them						wellbeing and	wellbeing and
in a whole class						physical	physical

History	game, small activity or independent learning. FLOORBOOK PICTURE	Remembrance Day	Remembrance Day	Plotting a timeline (including Remembrance Day			development and apply them in a whole class game, small activity or independent learning. Historic artefacts – Christianity.	development and apply them in a whole class game, small activity or independent learning. FLOORBOOK PICTURE Historic artefacts – Christianity.
		Guy Fawkes		knowledge and known events/people)				
-I can talk	about the past and	l present.						
-Ask and	answer relevant bas	sic questions about th	he past.					
		The second s	e past from simple source	s of information.				
	and key features of e							
	out the lives of sign							
Word	belief	partition	static	chronological	awareness	tradition	dimensions	Alternative
Aware	charred	charity	unique	plot	divine	community	agility	words
Other	Bonfire Night		Anti-Bullying Week			Christmas Jumper	Hannukah	
	(5 th Nov)		World Kindness			Day (9 th)	(18 th Dec)	
	Diwali (24 th Oct)		Day/Odd Socks Day					
			(12 th)					

Children in Need

(17th)