Maple Class Autumn 1 2024
Key Question - **Why is there a school in our village?**

Book Spine

Nursery Rhymes	**EYFS**	**KS1**
1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Pat-a-cake	The Colour Monster Goodnight Moon Through the Eyes of Me The Proudest Blue Who are you? (NF)	On the Way Home Voices in the Park (Anthony Browne) The Little House (Virginia Lee Burton) archaic

		5th Sept (2 days)	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct
	Key dates		10th – Online safety parent presentation	16th – Meet the teacher evenings 19th – HOS day	23rd – Phonics parent presentation 23rd – Stay and play begins	IEP meetings	11th – Harvest festival	18th – Will Keating workshops	22nd – Parents evening
English	Phonics		N- Foundations for phonics Y1 – Sum 1 wk 1 Y2 – Phase 5 review	N- Foundations for phonics Y1 – Sum 1 wk 2 Y2 – Phase 5 Review	N- Foundations for phonics Y1 – Sum 1 wk 3 Y2 – LW Spelling	N- Foundations for phonics Y1 – Sum 1 wk 4 Y2 – LW Spelling	N- Foundations for phonics Y1 – Sum 1 wk 5 Y2 – LW Spelling	N- Foundations for phonics Y1 – Assessment week Y2 – LW Spelling	N- Foundations for phonics Y1 - Review Y2 – LW Spelling

		Expectations / Recount of my holiday…	The Colour Monster Goes to School	Mixed *Arree Chung*	Martha Maps it Out *Leigh Hodgkinson*	The Hundred Decker Bus *Mike Smith*	Rosie's Walk *Pat Hutchins*	Fox's Favourite Autumn *Fiona Barker*	Pumpkin Soup *Helen Cooper*
		*Focus on transcription			The Place Value of Punctuation and Grammar				
Maths	N		**Nursery | Block 1 | Comparison 1 – More than, fewer than, same**		**Nursery | Block 2 | Shape, space and measure 1 – Explore and build with shapes and objects**		**Nursery | Block 3 | Pattern 1 – Explore repeats**		
	YR		**Match, sort and compare** Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques	**Match, sort and compare** Step 6 Create sorting rules Step 7 Compare amounts	**Talk about measure and patterns** Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity	**Talk about measure and patterns** Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns	**It's me 1, 2, 3** Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3	**It's me 1, 2, 3** Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3	**Assess and Review**
	Y1 / Y2		**Place Value (within 20)** Pre-block assessment Step 1 Count objects within 10 Step 2 Represent numbers to 10 Step 3 Count on and back within 20 Step 4 Understand 10	**Place Value (within 20)** Step 5 Understand 11 – 15 Step 6 Understand 16 – 20 Step 7 1 more Step 8 1 less Step 9 Number lines	**Place Value (within 20)** Step 10 Estimate on number lines Step 11 Less than, greater than, equal to Step 12 Compare numbers Step 13 Order numbers End of block assessment	**Addition & Subtraction (within 20)** Pre-block assessment Step 1 Parts and wholes Step 2 Systematic number bonds within 10 Step 3 Number bonds to 10 Step 4 Number bonds to 20	**Addition & Subtraction (within 20)** Step 5 Addition – add together Step 6 Addition – add more Step 7 Doubles Step 8 Near doubles Step 9 Add three 1-digit numbers	**Addition & Subtraction (within 20)** Step 10 Find a part Step 11 Fact families – the eight facts Step 12 Take away (how many left?)	**Addition & Subtraction (within 20)** Step 13 Find the difference Step 14 Missing number problems End of block assessment
RE	N / R:		Blackberry picking	Listen to the parable of the lost son	Listen to the parable of the lost sheep	Links with PSED- saying sorry	Harvest Festival		
	YR 1+2		(Team building afternoon)	Understand what a parable is- discuss the meaning behind the parable of the lost son- recognise a link with the Christian idea of God as a forgiving Father I can dentify what a parable is	Refer back to the key question: What do Christians believe God is like? What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.	Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.	Harvest Festival- preparation for church service	The four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something.).	Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving

			1. What is in our classroom?	2. What is our school made up of?	3. Where is our school? (Local walk around the village)	4. What is in our village?	5. Where is my village in the country?	6. Why is there a school in our village?	
Topic	History / Geog:	**Why is there a school in our village?**							
	Science **Animals Including humans**		What do animals need?	What are offspring?	How do animals change as they grow into adults?	Do we all grow the same?	Do we need to exercise ?	What is a healthy diet?	Why do we need to have good hygiene?
	Art / DT	Self portraits	What is a Pattern? Lesson 1	How can we collage a monochromatic pattern?	How can designers use pattern?	How can pattern be used to celebrate?	How can I evaluate my own artwork?		
PSED	SCARF :	Settling in. Class and school rules.	Focus on team work- blackberry picking in school field	All about me (1)	Why we have classroom rules (1)	Thinking about feelings (1)	Our ideal classroom (2)	How are you feeling today? (2)	As a rule (3)
PE	DT Coaching								

Prime Areas

Personal, Social & Emotional Development

Meeting new friends, learning new names, settling into new rules and routines. Sharing resources and taking turns. Finding resources for myself and tidying up. Asking for help and trying new things. Following simple instructions and watching my teacher. Our Jigsaw theme is called 'Being Me in My World'.

Communication and Language

Talking about myself and listening to others to talk. Listening to new and familiar stories with my class. Learning new words and using them in my play.

Physical Development

Being able to move, stop and be still. Following instructions to keep safe. Practising spatial awareness and movement games. Using simple tools to make marks and begin to use scissors to snip. Practising simple self-help skills, e.g. putting on coats and wellies and washing hands.

Specific Areas

Literacy –

Listening to key texts related to the topic.

Learning to read simple sounds (phonemes) and to write them (graphemes).

Practising segmenting and blending sounds together to read and write simple cvc words.

Maths –

Matching and sorting by colour, shape and size. Class routines and where do things belong. Key positional language. Mathematical texts. Exploring new mathematical resources and language. Subitising.
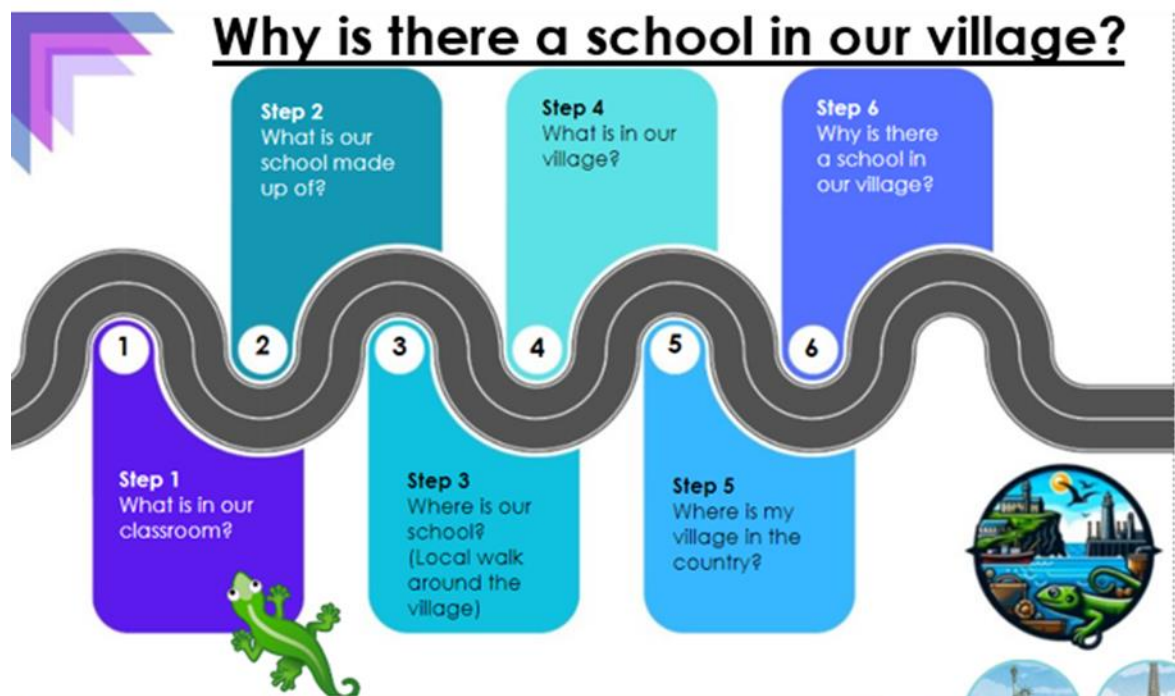
Autumn Term 1
Maple Class EYFS

Understanding the World –

Talking about myself and my family and the things that we like to do. Listening to others and understanding that families are all different. Talking about and recognising differences in how we celebrate in our families and compare changes over time. Identifying things our local environment. Our RE focus this term is "Being Special – Where do we belong?"

Expressive Arts and Design – Learning to sing some new Autumn songs and explore new vocabulary. Using simple percussion to tap rhythms. Drawing myself and using simple collage materials with support. Exploring pattern

Why is there a school in our village?

Step 1
What is in our classroom?

Step 2
What is our school made up of?

Step 3
Where is our school?
(Local walk around the village)

Step 4
What is in our village?

Step 5
Where is my village in the country?

Step 6
Why is there a school in our village?

Key vocabulary

observation- an act of gathering information by noting facts or occurrences.

key- a little box of information found at the bottom of a map.

title-the name given to something (as a book, song, or job) to identify or describe it

aerial view-A view taken from the sky looking down.

label-to name or describe with or as if with a label.

key features-to present as something especially interesting or important.

key landmarks-are important and recognisable objects or features are things like houses, roads and bridges. They have been built by people.
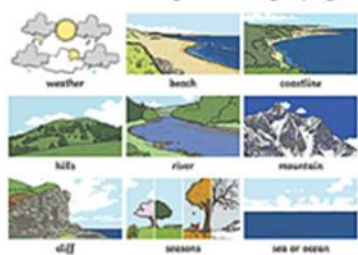
human features-physical features- are seas, mountains and rivers are natural.

Key knowledge
EYFS

-I can talk about members of their immediate family and community

- I can draw information from a simple map.

KS1

- I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

- I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Key landmarks

Human features

Physical features

Woodland   River
Moor Land   Viewpoint
Lake   Castle
Contour Line   Church
Road   Water Fowl
Woodland Boundary

Key

Aerial view