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| A blue and white logo with two people and a church  Description automatically generated  **Maple Class** Autumn 2 2024  Key Question -  **Was Grace Darling heroic?** | | | | | | | | |
| **Book Spine**   |  |  |  | | --- | --- | --- | | **Nursery Rhymes** | **EYFS** | **KS1** | | Round and Round the Garden  The Grand Old Duke of York  Twinkle, Twinkle, Little Star  A Sailor Went to Sea  Down at the Station  Hickory, Dickory, Dock  Incy Wincy Spider | Lost and Found  Supertato  The Very Hungry Caterpillar  Avocado Baby  The Highway Rat  A Christmas related story | Avocado Baby  The Highway Rat  Walter the Wonder Snail  The Lighthouse keeper’s Lunch  The Legend of Black Rock | | | | | | | | | |
|  |  | **4-8 Nov** | **11 – 15 Nov** | **18 – 22 Nov** | **25 – 29 Nov** | **2 – 6 Dec** | **9 – 13 Dec** | **16 – 20 Dec** |
| English | Key dates | 4th – Nasal flu immunisations. | 13th – Parent presentation TTRS / MTC  14th – School Open day    15th - Anti-bullying week – odd socks day | **ASSESSMENT WEEK**    20th - ASD training | **ASSESSMENT WEEK**    Rapid catch up phonics assessments  **RNLI visit**  **Lizard Lighthouse** | Teacher assessments confirmed / school moderation    Little Wandle Assessments | 11th / 12th Nativity performances | 18th Christingle service |
| 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 |

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|  | Writing  SPAG | Transcription focus | Grammarsaurus PVPG | Grammarsaurus PVPG | Grammarsaurus PVPG | Grammarsaurus PVPG | Grammarsaurus PVPG | Grammarsaurus PVPG |
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| Maths | N | Number 1 | **Number 2** | **Subitising** | **Number 2** | **Pattern** | **Pattern** |  |
| Y1 / Y2 | **Place value**  **Pre – block assessment**  Step 1 Count beyond 20  Step 2 Count tens  Step 3 Groups of tens and ones | Step 4 Partition into tens and ones  Step 5 Use a place value chart  Step 6 Flexible partitioning | Step 7 Number lines  Step 8 Estimate on number lines  Step 9 1 more and 1 less | **Assessments**  Step 10 Compare numbers with the same number of tens  Step 11 Compare any two numbers  Step 12 Order objects and numbers  **End of block assessments.** | **Shape**  **Pre – block assessment**  Step 1 Recognise and name 2-D and 3-D shapes  Step 2 Count sides on 2-D shapes  Step 3 Count vertices on 2-D shapes | Step 4 Draw 2-D shapes  Step 5 Vertical lines of symmetry  Step 6 Count faces on 3-D shapes  Step 7 Count edges on 3-D shapes | Step 8 Count vertices on 3-D shapes  Step 9 Sort 2-D and 3-D shapes  Step 10 Patterns with 2-D and 3-D shapes  **End of block assessment** |
| RE | N / R: | Autumn walk | Painting with natural objects | Painting creation pictures |  | Food sort activity |  | Christmas activities |
| YR 1+2 | Being in nature and describing how this feels. WALT: I can say how being in nature makes me feel | Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like. Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like? WALT: I can describe what a creator is like | Children will be working in groups to make posters to decribe the creation story.  WALT: I can retell the story of creation from Genesis 1:1–2:3 simply • I can Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible | Discuss with children: what do Christians believe God to be like if he made the world in 7 days... creation wheel activity including words to describe God.  WALT: i can say what the story tells Christians about God, Creation and the world | Discuss how Chriistians thank God for their food... children are to write a thnak you prayer of their own,  WALT: I can give at least one example of what Christians do to say ‘thank you’ to God for Creation • | Activity: What questions would you ask the creator of the world?  WALT: Think, talk and ask questions about living in an amazing world | Christmas activities. |
| Topic | History / Geog: | **Was Grace Darling heroic?** | | | | | | |
|  | 1.What did Grace do that made her famous and why is she remembered today? | 2.Why did Grace do what she did? | 3.Are all versions of Grace’s story the same? | 4.How do we know about Grace’s actions which happened so long ago? | 5.How did sea rescue improve after her heroic act? | 6.How should we remember Grace Darling today 170 years after she died? |
| Science | **Seasonal changes (full inc Autumn)**  ***Why do seasons change?***  ***Note, seasonal changes discussed throughout the year and through CP*** | | | | | | |
| Step 1: How many seasons are there?  introduce the floor book and the idea of tracking the seasons throughout the year.  What is Autumn?  Why and when do some animals hibernate? | | | | | | |
| Art / DT  **Chromatic** | How can colours work together? | How else can colours work together? | Who was Ted Harrison? | How can Ted Harrison inspire me? | How can I evaluate my artwork? | Christmas arts and crafts | Christmas arts and crafts |
| PSED | SCARF: Rights and responsibilities | Looking after my special people (R) | Looking after money (1) | Being helpful at home and caring for our classroom (1) | Harold’s wash and brush up (1) | Around and about the school (1) | Getting on with others (2) | Christmas activities |
| PE | DT Coaching | | | | | | | |

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| **Breage EYFS Curriculum Overview** | | |
| **CoEL** | | Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store  of information and experiences to draw on which positively supports their learning  Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop  into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous  experiences which help them to solve problems and reach conclusions. |
| **Over Arching**  **Principles** | | Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. |
| **Prime areas** | **PSED** | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.  Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |
| **Physical**  **development** | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.  **This half term:**  Fine motor - Threading, cutting,  weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy.  Gross motor - Ball skills- throwing and catching.  Crates play-climbing.  Skipping ropes in outside area  Dance related activities  Dance/moving to music |
| **Communication and**  **language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.  **This half term**: Develop vocabulary, Tell me a story – retelling stories  Story Listening and responding to stories  Following instructions  Taking part in discussion  Understand how to listen carefully and why listening is important.  Use new vocabulary through the day.  Choose books that will develop their vocabulary |
| **Specific Areas** | **Literacy** | **3-4 yrs -** • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately |
| **Mathematics** | • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **Understanding of**  **the world/ RE** | **3-4yrs -** • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  **Reception -** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. |
| **Expressive arts**  **and design** | **3-4 yrs -** • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs  **ELGs**• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.  • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

**A screenshot of a computer screen

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