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| **Class** | **Ladybird Class** | | | | | | | |
| **Topic** | **Our Great Britain** | | | | | | | |
| **Visit / Visitors** |  | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **English** | **Peace at Last -Jill Murphy**  Where I live. My Pets My Hobbies My family My Home    Labels, lists and captions | **Beegu – Alexis Deacon**  School / park    Using Finger spaces | **Beegu – Alexis Deacon**  Writing focus 4 sentence picture writing  Capital letters and full stops | **The Queen’s Hat -Steve Antony**  Responding to text | **The Queen’s Hat -Steve Antony**  4 Sentence picture story of part of book | **The Queen’s Hat -Steve Antony**  Assessment- 1  4 sentence picture story | Non-fiction- Royal Family  Caption and labels |  |
| **Maths** | **Place Value ( within 10)** | | | | | **Addition and sub (within 10** | | |
| **Science**  Human body and senses  **Scientist** Biologist, Linda Brown Buck |  | Seasonal changes  Are all leaves the same ? | 1: Is everybody’s body the same? | 2: How can we explore the world using our sense of touch? | 3: What can we hear? | 4: What smells do we like and dislike?  Linda Brown Buck | 5: What differences can our tongues taste? | 2: Which animals share our space? (autumn) |
| **History** |  |  |  |  |  |  |  | History  Royal Family – Today’s Royal family lesson 1  ( Lives of significant people) |
| **Geography** | Our classroom  Use simple map skills to make a ‘map’ of classroom | My Home/ My school  Use simple fieldwork and observational skills to study the geography of their school and its grounds. | Maylandsea  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. | England Maldon  Name and locate local town. | England Essex  Create  Home / Maylandsea/ Maldon/ Essex/ England/ UK concentric circles  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | England as part of UK  Capital London  UK jigsaw  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | England / London  Observe and describe the human and physical geography of a small area of the United Kingdom. |  |
| **DT** | cutting and joining paper skills during continuous provision | | | | | | |  |
| **Art**  **Artist**  **Yayo Kusami** | Drawing lines/ pencil control | Still life drawings –  leaves flowers/ vegetables pencil practise | Still life drawings – flowers/ vegetables - using different tools .. chalk etc | Pumpkin art  Yayo Kusami | Pumpkin art  Yayo Kusami  ( painting) | Still life trees | Trees choice of materials |  |
| **Music**  **Composer** | Hey You – listen and Appraise |  | Harvest/ Hey You Add actions to the beat learn to sing |  | Harvest/ Hey you  Play glockenspiel |  | Hey you  Perform |  |
| **Computing** | Logging on to computer  Practise typing name for log on | Logging on to computer  Practise typing name for log on | Logging on to purple mash  Online safety - passwords | Logging on to purple mash lesson 1 avatars | Purple mash lesson 1 paint project name  add title | Purple mash lesson 2 | Purple mash-lesson3 | purple mash  lesson 4 |
| **PE**  Sportastic  Dance BBC radio | the enormous turnip  lesson 1 | the enormous turnip  lesson 2 | the enormous turnip  lesson 3/3 | British folk dance  lesson 1/4 | British folk dance  lesson 2/4 | British folk dance  lesson 3/4 | British folk dance  lesson 4/4 |  |
| **MFL** | Greetings  Bonjour |  | Greetings  Salut Hi Coucou Hey |  | Greetings  Aurevoir Bonsoir bon nuit |  |  |  |
| **PSCHE** | Circle games, getting to know each other. | Rights and Responsibilities |  | Rewards and consequences- teaching the rule of the law. |  | Our learning charter- when do we use it and why? |  |  |
| **RE** Year 1  What do my senses tell me about  the world of religion and belief?  Christian, Hindu, Jewish |  |  | Session 1 – Explore and compare items using my senses |  | Session 2 – Identify religious artefacts and discuss what they represent |  | Session 3 – Explain how and why artefacts are used in worship |  |

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|  | **Ladybird Class Autumn 2** | | | | | | |
| **Topic** | **Our Great Britain** | | | | | | |
| **Visit / Visitors** | **Visit from Vicar?**  **Great Britain Day** | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **English** | Pumpkin soup Adjectives to create wanted poster | Pumpkin soup  Instructions | Katie Morag | Katie Morag  4 part story? | Writing letters | Recount of Great Britain day | Christmas story/ letters to the elves |
| **Maths** | addition and subtraction (within 10) cont | | | Assessment week | Shape | | Consolidation |
| **Science**  Naming and describing materials  **Scientist**  **Charles**  **Mactintosh** | Seasonal changes  3: Do all trees shed their leaves? (early winter) | 1: What material is this? Part 1 | 2: What material is this? Part 2 | 3: Is all paper the same? | 4: Is all fabric the same? | Charles Macintosh  waterproof material | 5: How can we group objects made of different materials? |
| **History** | Royal History  Queen Elizabeth and Queen Victoria |  |  |  |  | Florence Nightingale |  |
| **Geography** |  | Rest of England | Scotland | Wales/ Northern Ireland | Uk tour/ banquet |  | Double page spread |
| **DT** | Practice  Which parts of fruit do we eat? how can we prepare?  cut fruit during snack time | Practice  Which parts of fruit do we eat? how can we prepare?  cut fruit during snack time | Practice  Which parts of fruit do we eat? how can we prepare?  cut fruit during snack time | Design a fruit snack  on a skewer | make the snack | evaluate |  |
| **Art**  **Artist** | Leaf painting  mixing colours | Fireworks painting |  |  |  | Florence art | Christmas art |
| **Music**  **Composer** | Christmas songs |  | Christmas songs |  | Christmas songs | Christmas songs  Nativity performance |  |
| **Computing** | **grouping and sorting** | **grouping and sorting** | **Pictograms** | **Pictograms** | **Pictograms** |  |  |
| **PE** | Little Sportsters  Dance  Seasons and Christmas performance | Little Sportsters  Dance  Seasons and Christmas performance | Little Sportsters  Dance  Seasons and Christmas performance | Little Sportsters  Dance  Seasons and Christmas performance | Little Sportsters  Dance  Seasons and Christmas performance | Little Sportsters  Dance  Seasons and Christmas performance | Little Sportsters  Dance  Seasons and Christmas performance |
| **MFL** | colours  red yellow orange |  | colours  black white blue |  | colours  green pink |  | colours recap |
| **PSCHE** | **Celebrating differences**  identify similarities between people in my class | Remembrance Day | **Celebrating differences**  identify differences between people in my class |  | **Celebrating differences**  know some people who I could talk to if I was feeling unhappy or being bullied |  |  |
| **RE**  **How does a celebration bring a community together?** |  | **Session 1 –** Describe the events of Christmas and Eid |  | **Session 2 –** Discuss and compare how Christians celebrate Christmas |  | **Session 3 –** Explain how Muslims celebrate Eid | **Session 4 –** Investigate how a Christian community comes together at Christmas |