



Topic driver: British Woodlands								
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Read Aloud Book	The Owl who was afraid of the dark Jill Tomlinson	The Owl who was afraid of the dark Jill Tomlinson	The Owl who was afraid of the dark Jill Tomlinson	The diary of a Killer Cat Anne Fine	The diary of a Killer Cat Anne Fine	The diary of a Killer Cat Anne Fine	Oliver Jeffers focus: Lost and Found	Up and Down Stuck
							The way Back Home	The days the Crayons Quit
Guided Reading	Fiction 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Non-Fiction – Habitats Cross Curricular 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Sneaky Peak	Non-Fiction – Habitats Cross Curricular 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction 1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Poetry Treasure 1a, I can use words to explain a poem. I can read a poem using pace and rhythm. I can explain the pictures the poet is drawing.	Sneaky Peak
Writing	Owl Babies Write a setting –a forest description In role as a baby owl – using sense writing sentences (about being scared and how to make themselves feel better)	Owl Babies To box up the story To write the beginning To edit the beginning	Owl Babies To write the middle To edit the middle To write the end To edit the end	Assessment Week	Fox babies To Box up new story- Fox babies To retell/learn by heart/drama Add to plan	Fox babies To write the beginning To edit the beginning To write the middle To edit the middle	Fox babies To write the end To edit To edit the end	Letters to Father Christmas Christmas Poetry



	Learn by heart story and add extra thoughts, dialogue and wishes – ext. ending (Oral rehearsal/drama/small world)							
Maths	<p>Measuring Length</p> <ul style="list-style-type: none"> Use standard units when measuring Compare and order length in metres (using <, > and =) Use a ruler to measure length in centimetres Compare and order length in centimetres (using <, > and =) Use a ruler to measure lines Use a measuring tape to measure in centimetres Use a ruler to draw lines with specified length Solve word problems involving length 		<p>Graphs</p> <ul style="list-style-type: none"> Represent and interpret data using a pictogram and table Represent and interpret data using a block diagram and table Represent and interpret data using a tally chart and scaled pictogram Represent and interpret data using a tally chart and scaled block diagram Interpret data from scaled pictograms and block diagrams 	<p>Multiplication and division 2, 5, 10</p> <ul style="list-style-type: none"> Use the multiplication symbol Identify that multiplication is commutative Use the division symbol when sharing Use the division symbol when grouping Explore representations of division problems Find related multiplication and division facts Calculate multiplications of two by skip counting Explore representations of multiplication problems Relate multiplying by two to doubling Calculate multiplications of five by skip counting Calculate multiplications of ten by skip counting Spot patterns in the 2, 5 and 10 multiplication tables Solve multiplication and division problems 		<p>Time</p> <ul style="list-style-type: none"> To know the number of hours in one day To know that there are 60 minutes in one hour To be able to tell the time quarter past on an analogue clock To be able to tell the time quarter to on an analogue clock To be able to tell the time on an analogue clock with five minute intervals To be able to sequence daily events To calculate durations of time in minutes To calculate durations of time in minutes and hours 		
Science - Habitats	<p>To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To be able to ask simple questions and recognise that they can be answered in different ways.</p>	<p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To be able to observe closely.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to gather and record data to help answer a question.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to record data in a tally chart.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to record data in a tally chart.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to identify and name a variety of plants</p>	



					To be able to record data in a bar chart.		and animals in their habitats, including micro-habitats.	
<p>Geography</p> <p><u>Urban and rural Geographical skills and fieldwork</u></p> <p><u>Urban and rural Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate)</p>		-Use aerial images and other models to create simple plans and maps, using symbols	-Use simple fieldwork and observational skills to study the immediate environment	-British Woodland -Studies into British Woodlands	-Looking and identifying different forests in different parts of UK. (Atlas work, world maps	Changes in living memory (linked to aspects of national life where appropriate)	Changes in living memory (linked to aspects of national life where appropriate)	
Computing	<p>Creating Media</p> <p>How can we paint using computers?</p> <p>To describe what different freehand tools do:</p> <ul style="list-style-type: none"> I can make marks on a screen and explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint 	<p>Creating Media</p> <p>Using shapes and lines.</p> <p>To use the shape tool and the line tools:</p> <ul style="list-style-type: none"> I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape 	<p>Creating Media</p> <p>Making careful choices</p> <p>To make careful choices when painting a digital picture:</p> <ul style="list-style-type: none"> I can choose appropriate shapes I can make appropriate colour choices I can create a picture in the style of an artist 	<p>Creating Media</p> <p>Why did I choose that?</p> <p>To explain why I chose the tools I used:</p> <ul style="list-style-type: none"> I know that different paint tools do different jobs I can choose appropriate paint tools and colours to recreate the work of an artist 	<p>Creating Media</p> <p>Painting all by myself</p> <p>To use a computer on my own to paint a picture:</p> <ul style="list-style-type: none"> I can make dots of colour on the page I can change the colour and brush sizes 	<p>Creating Media</p> <p>Comparing computer art and painting</p> <p>To compare painting a picture on a computer and on paper:</p> <ul style="list-style-type: none"> I can explain that pictures can be made in lots of different ways 		



	tools to draw a picture	and line tools to recreate the work of an artist		<ul style="list-style-type: none"> I can say which tools were helpful and why 	<ul style="list-style-type: none"> I can use dots of colour to create a picture in the style of an artist on my own 	<ul style="list-style-type: none"> I can spot the differences between painting on a computer and on paper I can say whether I prefer painting using a computer or using paper 		
RE- Creation	What is creation?	What do Jews, Christians and Muslim's tell about how the world began?	What do Jews, Christians and Muslim's tell about how the world began? (Adam and Eve)	Understand how Christians try and look after the world	What story do Hindu's tell about how the world began?	Understand how to represent a creation story creatively.	<p>Talk about the different stories that you have learned. How do you think the world began? Can we really know? Do you all have the same ideas?</p> <p>(Be creative and think originally)</p> <ul style="list-style-type: none"> Use a P4C enquiry to collect the children's questions that make people wonder about how the world began <p>CROSS CURRICULAR- PSHEE</p>	



Music	Christmas songs							
Art & Technology			Create a habitat and make animals who live in that habitat.	Split pin owls & penguins	Christmas crafts Moving cards Christmas/Winter crafts			Creative Homework project – Creating a Tudor house inspired by 'The Great Fire of London' Silhouettes based on The Fire of London
PSHE	Lesson 1 – How our Brain Works	Lesson 2 – Mindful Awareness	Anti- Bullying Week	Lesson 3 – Focussed Awareness	Lesson 4 – Mindful Listening	PATHS Unit 3: Feelings and Behaviours	Unit 4: Self-Control and Anger Management	
PE	Christmas (dance)							

<u>Subject</u>	<u>Topic</u>	<u>Link</u>
English	Narrative	https://classroom.thenational.academy/units/how-coyote-brought-fire-to-the-earth-1-878a



<u>Maths</u>	Unit: Addition and subtraction of 2-digit numbers Unit: Addition and subtraction word problems	https://teachers.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-f192 https://teachers.thenational.academy/units/addition-and-subtraction-word-problems-cefb
<u>Science</u>	Unit: <u>Habitats</u>	https://classroom.thenational.academy/units/habitats-c850
<u>Phonics</u>		https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/ https://www.youtube.com/playlist?list=PLDe74j1F52zR84eglycRjjXMafuet0zJl
<u>History</u>	Unit: The Great Fire of London	https://teachers.thenational.academy/units/the-great-fire-of-london-7a50
<u>Geography</u>	Unit: Villages, Towns and Cities	https://teachers.thenational.academy/units/villages-towns-and-cities-28b9
<u>R.E.</u>	Key Stage 1, Religious Education, Units, Judaism, Lessons	https://classroom.thenational.academy/units/judaism-7011



<u>Music</u>	Key Stage 1, Music, Units:	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/music
<u>PSHE</u>		https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/rhe-pshe