



Topic driver: Little Red Hen							
Subject Read Aloud Books	Week 1 The little red hen – many versions /Handa's Surprise E Browne/ Oliver's vegetables V French	Week 2 The little red hen – many versions /Handa's Surprise E Browne/ Oliver's vegetables V French	Week 3 The little red hen – many version The little red hen –many versions /Handa's Surprise E Browne/ Oliver's vegetables V French	Week 4 Pumpkin Soup / The little red hen – many versions /Handa's Surprise E Browne/ Oliver's vegetables V French	Week 5 The little red hen – many versions /Handa's Surprise E Browne/ Oliver's vegetables V French	Week 6 The little red hen – many versions /Handa's Surprise E Browne/ Oliver's vegetables V French	Week 7 The little red hen – many versions /Handa's Surprise E Browne/ Oliver's vegetables V French
Reading	Learning Poetry by heart <b>Phonics:</b> Teaching phonics assessed to RWI programme. Phonics groups set to assessments made at the end of Autumn 2 term. RWI books to be sent home. Decodable phonics books to be used in guided reading sessions Guided Reading Carousel						
Writing	<b>The little Red hen</b> To create and label a story map. To write about their favourite part of the story. Label the story setting.	<b>The little red hen</b> To write the beginning, middle of the story The Little Red Hen.	<b>The little red hen</b> To write the end of the little red hen. To write an apology letter to the Little Red Hen.	<b>The Little Red Hen</b> To write about our favourite part of the story. To write a list using adjectives.	<b>The Little Red Hen</b> To list the nouns for the list of ingredients needed. To write instructions on how to make bread. To use our instructions to make bread.	<b>The little Red Hen</b> To rewrite the story of the little red hen to publish into a class story.	<b>The little Red Hen</b> To rewrite the story of the little red hen to publish into a class story.
Maths	<b>Shape and Patterns</b> Looking at 2D and 3D shapes describing their properties.	<b>Shape and Patterns</b> Looking at repeating patterns and half and quarter turns.	<b>Numbers within 20</b> Represent numbers to 19. Looking at number lines to 20. Finding one more/less than a number up to 20. Comparing numbers within 20.	<b>Numbers within 20</b> Comparing and ordering numbers to 20. Spotting number patterns. Finding doubles and halves within 20. Finding odd and even numbers.	<b>Addition and Subtraction within 20</b> Addition by counting on. Subtraction by counting back. Using known facts to solve addition and subtraction problems to 20.	<b>Addition and Subtraction within 20</b> Using the 'make ten' strategy. Subtraction using the 'make ten' strategy. Applying strategies for solving addition	Consolidation lessons Addition Subtraction Shapes and Patterns Comparing numbers



					Using the 'make ten' strategy.	and subtractions problems to 20.	
Science	<b><u>Animals including Humans: All about me</u></b> To discover the basic parts of the human body.	<b><u>Animals including Humans: All about me</u></b> To learn about your eyes and sight.	<b><u>Animals including Humans: All about me</u></b> To learn about your ears and hearing.	<b><u>Animals including Humans: All about me</u></b> To explore the tongue and taste.	<b><u>Animals including Humans: All about me</u></b> To explore your sense of touch	<b><u>Animals including Humans: All about me</u></b> To discover how your nose smells.	<b><u>Seasonal Changes: Winter</u></b>
Geography	<b><u>Unit: What is it like here?</u></b> Using aerial photographs to investigate and develop knowledge of the local area and school grounds.	<b><u>Unit: What is it like here?</u></b> Developing an understanding of maps by creating maps of the classroom.	<b><u>Unit: What is it like here?</u></b> Learning to locate features of the school grounds and adding these to a basic map using directional language.	<b><u>Unit: What is it like here?</u></b> Learning to draw maps using simple pictures or symbols.	<b><u>Unit: What is it like here?</u></b> Children learn to locate features using directional language.	<b><u>Unit: What is it like here?</u></b> Investigating thoughts and feelings about a place by carrying out a survey.	
History	To learn about the gunpowder plot. To learn about Guy Fawkes and make a bonfire themed art piece.						
ICT	Revise Mouse Skills	<b><u>Lesson 1 - How Can We Paint Using Computers?</u></b> To describe what different freehand tools do 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	<b><u>Lesson 2 - Using Shapes and Lines</u></b> To use the shape tool and the line tools I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist	<b><u>Lesson 3 - Making Careful Choices</u></b> To make careful choices when painting a digital picture I can choose appropriate shapes I can make appropriate colour choices I can create a picture in the style of an artist	<b><u>Lesson 4 - Why Did I Choose That?</u></b> To explain why I chose the tools I used I know that different paint tools do different jobs I can choose appropriate paint tools and colours to recreate the work of an artist	<b><u>Lesson 5 - Painting All By Myself</u></b> To use a computer on my own to paint a picture I can make dots of colour on the page I can change the colour and brush sizes I can use dots of colour to create a picture in the style of an artist on my own	<b><u>Lesson 6 - Comparing Computing Art and Painting</u></b> To compare painting a picture on a computer and on paper I can explain that pictures can be made in lots of different ways I can spot the differences between painting on a



		I can use the paint tools to draw a picture			I can say which tools were helpful and why		computer and on paper I can say whether I prefer painting using a computer or using paper
RE	<b>How do Christians celebrate Christmas?</b> To understand what belonging means to a Christian	<b>How do Christians celebrate Christmas?</b> To identify where Christians worship	<b>How do Christians celebrate Christmas?</b> To learn about advent and why it's important to Christians	<b>How do Christians celebrate Christmas?</b> To learn the nativity story.	<b>How do Christians celebrate Christmas?</b> To know what a special gift is.	<b>How do Christians celebrate Christmas?</b> To understand why gifts are given at Christmas	
Music	<b>Sounds Interesting</b>						
	<b>Unit Aim :</b> To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.						
	To understand that the voice and instruments can make different sounds	To recognise the sounds that untuned percussion instruments make by sound alone	To recognise the sounds that untuned percussion instruments make by sound alone	Move and respond to recorded music expressively	Recognise 6 different kinds of instrument by sound alone	Recognise 6 different kinds of instrument by sound alone	Use knowledge of sounds to add sound effects to a known story – little red hen links
Art/DT	To create a fireworks art piece using chalk and other types of media.	<b>Textile Puppets</b> Exploring different ways to join fabric, including gluing, pinning, and stapling.	<b>Textile Puppets</b> Exploring different ways to join fabric, including gluing, pinning, and stapling.	<b>Textile Puppets</b> Using a simple template to cut out material for a puppet design based on a character.	<b>Textile Puppets</b> Joining pieces of fabric using a preferred technique of pinning, stapling or gluing.	<b>Textile Puppets</b> Carefully selecting materials to decorate a hand puppet in keeping with a chosen storybook character.	<b>RE Art:</b> Christmas Art. Design my own Christmas card.
PSHE	<b>Celebrating Difference</b> I can identify similarities between people in my class.	<b>Celebrating Difference</b> I can identify differences between people in my class.	<b>Celebrating Difference</b> I can tell you what bullying is.	<b>Celebrating Difference</b> I know some people who I could talk to if I was feeling unhappy or being bullied.	<b>Celebrating Difference</b> I know how to make new friends.	<b>Celebrating Difference</b> I can tell you some ways I am different from my friends.	
PE	<b>Specialist Teacher</b> Fundamental movements, balancing skills & dance	<b>Specialist Teacher</b> Fundamental movements, balancing skills & dance	<b>Specialist Teacher</b> Hand eye coordination, ball manipulation & dance	<b>Specialist Teacher</b> Gymnastics & dance	<b>Specialist Teacher</b> Basketball, handball, football, hockey & dance	<b>Specialist Teacher</b> Rounders, cricket, tennis, badminton & dance	<b>Specialist Teacher</b> Athletics, sports day preparations & dance
	<b>Multi Skills: Agility</b> To move while	<b>Multi Skills: Agility</b>	<b>Multi Skills: Agility</b>	<b>Multi Skills: Balance</b>	<b>Multi Skills: Balance</b>	<b>Multi Skills: Balance</b>	<b>Multi Skills: Coordination</b>



	avoiding obstacles. To learn different movement patterns.	To respond to visual instructions while moving. To move in different ways along a narrow line/obstacle.	To practice the hopscotch with the same and alternate leg. To travel around and on different obstacles in different ways.	To copy your partner's actions at the same time. To learn different balancing techniques.	To create different balancing shapes. To balance for longer periods with control.	To balance on and across different obstacles. To throw a beanbag into a target while balancing.	To roll a ball to a partner. To roll the ball consistently between a target from different distances.
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Trip	Cinema Trip – Film Club
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