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 **Phonics:** 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	**The little Red hen** To create and label a story map. To write about their favourite part of the story. Label the story setting.	**The little red hen** To write the beginning, middle of the story The Little Red Hen.	**The little red hen** To write the end of the little red hen. To write an apology letter to the Little Red Hen.	**The Little Red Hen** To write about our favourite part of the story. To write a list using adjectives.	**The Little Red Hen** 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.	**The little Red Hen** To rewrite the story of the little red hen to publich into a class story.	**The little Red Hen** To rewrite the story of the little red hen to publich into a class story.
Maths	**Shape and Patterns** Looking at 2D and 3D shapes	**Shape and Patterns** Looking at repeating patterns	**Numbers within 20** Represent numbers to 19. Looking at	**Numbers within 20** Comparing and ordering numbers	**Addition and Subtraction within 20**	**Addition and Subtraction within 20**	Consolidation lessons Addition

	describing their properties.	and half and quarter turns.	number lines to 20. Finding one more/less than a number up to 20. Comparing numbers within 20.	to 20. Spotting number patterns. Finding doubles and halves within 20. Finding odd and even numbers.	Addition by counting on. Subtraction by counting back. Using known facts to solve addition and subtraction problems to 20. Using the 'make ten' strategy.	Using the 'make ten' strategy. Subtraction using the 'make ten' strategy. Applying strategies for solving addition and subtractions problems to 20.	Subtraction Shapes and Patterns Comparing numbers
Science	**Animals including Humans: All about me** To discover the basic parts of the human body.	**Animals including Humans: All about me** To learn about your eyes and sight.	**Animals including Humans: All about me** To learn about your ears and hearing.	**Animals including Humans: All about me** To explore the tongue and taste.	**Animals including Humans: All about me** To explore your sense of touch	**Animals including Humans: All about me** To discover how your nose smells.	**Seasonal Changes: Winter**
Geography	**Unit: What is it like here?** Using aerial photographs to investigate and develop knowledge of the local area and school grounds.	**Unit: What is it like here?** Developing an understanding of maps by creating maps of the classroom.	**Unit: What is it like here?** Learning to locate features of the school grounds and adding these to a basic map using directional language.	**Unit: What is it like here?** Learning to draw maps using simple pictures or symbols.	**Unit: What is it like here?** Children learn to locate features using directional language.	**Unit: What is it like here?** Investigating thoughts and feelings about a place by carrying out a survey.	
ICT	Revise Mouse Skills	**Lesson 1 - How Can We Paint Using Computers?** To describe what different freehand tools do I can make marks on a screen and	**Lesson 2 - Using Shapes and Lines** To use the shape tool and the line tools I can make marks with the square and line tools	**Lesson 3 - Making Careful Choices** To make careful choices when painting a digital picture I can choose appropriate shapes	**Lesson 4 - Why Did I Choose That?** To explain why I chose the tools I used I know that different paint tools do different jobs	**Lesson 5 - Painting All By Myself** To use a computer on my own to paint a picture I can make dots of colour on the page	**Lesson 6 - Comparing Computing Art and Painting** To compare painting a picture on a computer and on paper I can explain that pictures can be

		explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint tools to draw a picture	I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist	I can make appropriate colour choices I can create a picture in the style of an artist	I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why	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	made in lots of different ways 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 What do some people believe God looks like?	**To express ideas about God.** I can create a piece of art that expresses how some people might view God. I can discuss my artwork. I can listen to and respect the ideas of others. I can recognise that people have different beliefs.	**To explain how some Muslim people express their ideas about God.** I can explain why some people do not represent God as a person. I can talk about how and why some Muslims use the 99 names of Allah. I can explain how some Muslim people use art to demonstrate their beliefs about God.	**To recognise some of the different forms of God in the Hindu worldview.** I can describe the meaning of different Hindu deities. I can give an example of one form that God might take in Hindu beliefs. I can explain why some Hindu people believe God has many forms.	**To recognise that many Christian people believe Jesus is the son of God and God on Earth.** I can recognise that many Christians believe Jesus is the son of God and God of Earth. I can explain the significance of the Christmas story for many Christians. I can identify symbols in the Christmas story that show Christian beliefs.	**To identify how some religious worldviews refer to and represent God.** I can recall and explain how some Christian, Muslim and Hindu people refer to God. I can identify and describe how God is represented in different religions. I can respect how different religious worldviews represent God.	**To identify and explain some of the different names people use for God**. I can recognise that God can be called by different names by different people. I can list different names for God. I can explain why people might use different names for God. I can respect the fact that people have different names for God.	
Music	**<u>Sounds Interesting</u>** **Unit Aim :** 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.	**Textile Puppets** Exploring different ways to join fabric, including gluing, pinning, and stapling.	**Textile Puppets** Exploring different ways to join fabric, including gluing, pinning, and stapling.	**Textile Puppets** Using a simple template to cut out material for a puppet design based on a character.	**Textile Puppets** Joining pieces of fabric using a preferred technique of pinning, stapling or gluing.	**Textile Puppets** Carefully selecting materials to decorate a hand puppet in keeping with a chosen storybook character.	**RE Art:** Christmas Art. Design my own Christmas card.
PSHE My Healthy Self	To name and recognise the six emotions.	To recognise that people may show different emotions in a situation and understand why.	To describe emotions and how they change.	To talk about how we can get help with our feelings.			
PE	**Specialist Teacher** Net Games 1. To move safely in a space and control a ball using a racket. 2. To control and repeatedly hit a ball with a racket. 3. To send a ball accurately to a partner using a racket. 4. To control and hit a ball against a wall and to a partner. 5. To control a ball while moving and begin simple rallies. 6. To hit a ball into a target and sustain a rally with a partner.						
	Class Teacher **Week 1: Clowns** • To respond to a stimulus through movement. • To explore and repeat simple actions and gestures. • To link movements together to create a short sequence. **Week 2: Clowns - Balance and Fall**						

	• To move at different speeds. • To create balances and shapes. • To combine actions and movements into a sequence with a partner. **Week 3: Elastic Moves** • To create and hold stretched and curled body shapes. • To link and repeat movements. • To perform a simple sequence with a partner. **Week 4: Dance and Rhythm** • To move in time with music. • To develop rhythm and timing. • To combine movements with a partner to create a motif. **Week 5: Toy Box** • To create contrasting character movements. • To copy and mirror a partner's actions. • To perform movements with control and expression. **Week 6: Toy Factory Performance** • To combine several actions into a dance sequence. • To work cooperatively with a partner or group. • To perform a beginning, middle and end to a dance.