

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### ENGLISH

**Storytelling:** to tell the stories of Lost and Found through storytelling and drama; to sequence our sentences to form a narrative based upon these stories

**Non-fiction:** to write a diary, taking care to order events in chronological order

**Poetry:** to explore fireworks and write calligram poems based upon their sounds and colours

**Grammar and Punctuation:** to use capital letters, full stops and finger spaces in our writing

**Reading:** To predict what might happen in a story based upon what is already been read; to discuss the title and events of stories that we are reading, using the books A Book of Bears and Rabbit and Bear.

### MATHS

**Place Value to 10:** sort, count and compare objects and numbers; read, write and count number to 10; look at ordinal numbers

**Addition and Subtraction within 10:** whole-part models; look at addition and subtraction symbols; using number bonds; adding by counting on and subtraction by finding how many are left.

**Shape:** recognise and sort 2D and 3D shapes; look at shape patterns

**Place Value to 20:** count, read and write numbers to 20 in numbers and words; look at tens and ones; find one more and one less; order and compare numbers to 20.

**Times Tables:** focus on counting in 10s; 10 times table.

### SCIENCE

**Animals, including humans:** identify and name a variety of common animals including fish, amphibians, reptiles; birds and mammals; explore and answer questions about animals and their habitats.

**Seasonal changes:** observe how the length of the day changes as we go from late summer, through autumn and into the beginning of winter; to observe changes across the seasons.

**Working Scientifically:** grouping animals by the parts of the world they live in (hot or cold); making tables and charts about the weather

### PERSONAL, SOCIAL, HEALTH EDUCATION

**Puzzle piece 1: Being Me in My World:** feel special and safe in my class; know my views are valued and to understand choices and consequences

**Puzzle Piece 2: Celebrating Differences:** recognise similarities and differences between people in my class; to know what bullying is and what to do if I am being bullied.

### PHYSICAL EDUCATION

**Dance-** to use move to music; copy dance moves; to perform dances using simple movement patterns.

**Ball Control:** to control a ball through rolling, bouncing, throwing and catching, independently, with a partner and in a group

**Forest School:** to take part in outdoor activities.

### RELIGIOUS EDUCATION

**Is Everyone Special?:-** to explore how and why people choose to belong to groups and religions and the difference that it makes to their lives.

**Should We Celebrate Harvest or Christmas?:** to explore and compare reasons for celebrating these festivals and learn that not everyone celebrates the same festivals.

### COMPUTING

**E-Safety** – to explore online friendships and ways that make it possible to connect and communicate with others online; to recognise the differences between meeting face to face and meeting online.

**Grouping and Sorting** - to sort items by different criteria away from the computer; to use Grouping on Purple Mash to sort items.

**Pictograms** – to use Purple Mash to create a representation of data collected (linked to Science – Weather)

### DESIGN AND TECHNOLOGY

To design, make, test and evaluate different boats, and explore what makes a good boat; to build structures and explore how to make them stronger

### ART AND DESIGN

✳️ To investigate the colours in Arctic landscapes using colour, patterns, textures and lines; to develop and create our own Inuit sculptures; to use a range of materials creatively to design and make products

### GEOGRAPHY

**Locational Knowledge** – name and locate the world's seven continents and five oceans; to identify the capital cities of the UK

**Human and Physical Geography:** locate hot and cold areas of the world in relation to the Equator and the North and South Poles

### FRENCH

To answer the register in France. To join in with simple French songs.

## Snowdrop Class - Autumn 2021

# POLAR EXPLORERS

WOW: Sharing a story under the stars – with parents

### Outcomes:

1. To perform a dance based upon the Seasons
2. To present our own weather forecast
3. To perform our Christmas performance

### MUSIC

**Hey You!** – to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy songs in their original form.

**Christmas Songs** – to learn to sing our songs for Christmas Carol concert and our Christmas Play.

### HISTORY

**The lives of significant individuals:** to find out about Guy Fawkes and the Gunpowder Plot ; find out about Arctic explorers including Roald Amundsen, Sir Edmund Hillary and Richard Weber.