

| A2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| English | Bears magic pencil | Bears magic pencil | The day the crayons quit | Dear Santa | Assessment | The Jolly Christmas postman | Cross Curricular Re and English |
| Maths | Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems | Understand and then make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers | Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units | Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6) | Assessment week | Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s | Problem solving |
| Science | Find out the meaning of 'materiel' used in scientific sense. Look at classroom objects and discuss what they are made of. Show a set of materials that are not recognisable objects and identify what they are made of. Explain where some materials originate. | | Identify objects that are made from materials that are man-made and others which are made from naturally occurring materials. Point out that many different objects can be made from the same material. Children research one material in particular. | | Look at buildings made from different materials – discuss the properties of the materials used. What building materials have been used for the school building? Children explore and list them. What about building materials elsewhere in the world/ in the past? | | Assessment |
| Topic (art, DT, Humanities) | Guy Fawkes To have an understanding of events beyond living memory that are significant nationally or globally | Remembrance Sunday To have an understanding of events beyond living memory that are significant nationally or globally | Landscapes. Learning that the sky meets the ground at the horizon. Concept of composition and background. | Thanksgiving To have an understanding of events beyond living memory that are significant nationally or globally | Christmas themed art using a variety of materials and styles. | Christmas themed art using a variety of materials and styles. | Christmas themed art using a variety of materials and styles. |
| RE | Have the opportunity to know that God sent the Angel Gabriel to ask Mary to be the Mother of his Son and reflect on her response. | Have the opportunity to hear about Mary's visit to her cousin Elizabeth and reflect on their good news. | Have the opportunity to reflect on how we can prepare to celebrate the birth of Jesus. | Have the opportunity to hear and learn the story of the birth of Jesus and Mary's role in it. | Have an opportunity to learn that Mary is our Mother too and reflect on how she looks after us. | Assessment | Christmas activities |
| Music | <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Sing a variety of songs linked to topic and for the nativity.</p> | | | | | | |
| ICT | use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | | | |
| | Purple mash – firework pictures | Fresh paint – poppies | Type message for Christmas card and save | Draw picture for Christmas card and save. | Assessment | Edit message for Christmas card | Edit picture for Christmas card and print finished product. |
| PE | Team games, Gym, write dance, nativity dance | | | | | | |