

# 6 PRINCIPLES OF NURTURE

**Learning is understood developmentally**

**The school offers a safe space for all**

**We understand the importance of nurture for well being**

**We understand that Language is a vital form of communication**

**We understand that all behaviour is communication**

**We understand the significance of transition for children**

## KEY DRIVERS

### Relationships

- \* Effectively communicate with peers and adults;
- \* Develop mutual respect for all members of the community;
- \* Create a safe learning environment for relationships to grow in;
- \* Positive relationships modelled by staff;
- \* Develop the skills for own conflict resolution.

### Community

- \* Positively contribute to the school, local and wider community;
- \* Identify how the choices we make can have a global impact;
- \* Show tolerance and appreciation for different cultures and religions;
- \* Know how to keep ourselves safe in the local and virtual community.

### Transparent Spiral Curriculum

- \* Parents are kept informed of the approach to the recovery curriculum;
- \* The curriculum will be iterative in nature;
- \* Low stake testing will help inform staff of gaps in learning and to track progression;
- \* Emotional, health and well-being will be at the forefront of the curriculum .

### Metacognition

- \* How to approach a variety of tasks will be discretely taught and modelled by teachers;
- \* Pupils will be made critically aware of oneself as a learner;
- \* Pupils will be introduced to higher-order thinking skills;
- \* Pupils will self-evaluate their progress within a task and reflect upon their work.

## Year One and Two Recovery Curriculum - Autumn 2020

*It is not the time in class, but what we do in the time we have, that matters -*

Notes on implementation of National Curriculum:

- The priority in September will be helping children adapt to their new routines, settle into school and feel happy and confident in the school environment.
- Focussing attention to support emotional recovery and promote social togetherness.
- Curriculum planning will be informed by pupils' starting points and the objectives below will be refined as required.
- Igniting and enthusing an enjoyment of learning.

Aspects of the Learning has been take from the EYFS Curriculum and National Curriculum for KS1 these are Witten in bold

Communication and Language	
Speech Language and Communication	
Key Objectives	Implementation and Resources
<p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</b></p> <p><i>- Understand 'why' and 'how' questions.</i></p> <p><b>Express their own ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with modelling and support from their teacher.</b></p> <p><i>- Extend vocabulary, especially by grouping and naming.</i></p> <p><i>- Use language to imagine and recreate roles and experience.</i></p> <p><i>- Use talk to organise, sequence and clarify thinking ideas, feelings and events.</i></p>	<p>Staff will provide a language-rich environment with frequent engagement in stories, rhymes and songs.</p> <p>Children will have opportunities to use language in a wide range of contexts, including supported conversations, story-telling and role-play.</p> <p>They will be encouraged to use new vocabulary within meaningful contexts. The 'Narrative Programme' will be used to support children who are identified as potentially benefitting from extra practise at speaking in a small group. Listening games and activities will also be used to support children in group work. Active listening will be modelled and praised. The 'Helicopter stories' and using drama will be used to develop language and story-telling skills.</p>

<p><b><i>Listen and respond appropriately to adults and their peers</i></b></p> <ul style="list-style-type: none"> <li>- Through establishing clear boundaries and expectations for social communication in a large group.</li> <li>- Ensure a constant approach encouraging and allowing time for all children's voices to be heard.</li> </ul> <p><b><i>Speak audibly and fluently with an increasing command of Standard English</i></b></p> <p><b><i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></b></p> <ul style="list-style-type: none"> <li>- Use full sentences to share information</li> <li>- Using "Narrative" visual prompts identify clearly the key aspects of conversation to support their organisation.</li> </ul> <p><b><i>Articulate and justify answers, arguments and opinions</i></b></p> <p><b><i>Participate in discussions, presentations, performances, role play, improvisations and Debates</i></b></p> <ul style="list-style-type: none"> <li>- Use talk to organise play with peers and share feelings and ideas.</li> <li>- To develop confidence in speaking in larger group situations.</li> </ul>	<p>Children will have the opportunity to input into their own class charter to establish an effective learning environment.</p> <p>Opportunities for children to share their own experiences and interests with a group. Children will be encouraged to verbalise ideas before they are written down.</p> <p>Regular outside learning to promote speaking, listening skills and social skills. Using forest school learning activities.</p> <p>All children to access role play and small world play opportunities linked with Literacy and Numeracy learning.</p> <p>Children will be encouraged to ask questions to gather more information from their peers.</p> <p><i>Children to have the opportunity to join in weekly debates to support turn taking and listening skills.</i></p>
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Personal, Social and Emotional Development	
Key Objectives	Implementation and Resources
<p><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b></p> <p><i>Play in a group, extending and elaborating play ideas.</i></p> <p><i>- Initiate play, offering cues to peers to join them.</i></p>	<p>Staff will support children to manage and name their emotions, develop a positive sense of self and have confidence in their own abilities.</p> <p>Staff will be alert to children requiring additional pastoral care at this time and provide appropriate support, for example through nurture groups and social stories.</p> <p>Emotional barometers to be accessible for all children to support in identifying emotions.</p> <p>Circle time and key stage Teams assemblies share strategies to self-regulate emotions.</p> <p>Opportunities to reinforce current learning independently using areas of learning.</p> <p>Resources will be available for children to access independently to support their own learning without adult mediation.</p> <p>Through adult modelling, repetition and guidance, including stories and songs, they will learn to look after their bodies and keep safe, including managing their personal needs such as regular handwashing and the use of tissues.</p> <p>Teachers will spend time getting to know the children and their families to develop a bigger picture of the individual children's needs. Stories and puppets will be used to help develop children's ability to resolve conflicts peaceably. Team building activities and games to support peer relationships.</p>
<p><b>Be confident to try new activities and show independence.</b></p> <p><i>- Express own preferences and interests.</i></p> <p><i>- To work with increasing levels of independence.</i></p> <p><i>- To be resilient with their learning and look for ways of supporting learning independently</i></p>	<p>Using expresso news channel review what is happening in the world to open up discussions and questions.</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/news/video/item1297737/grade1/index.html?source=espresso-home-keystage1news">https://central.espresso.co.uk/espresso/primary_uk/subject/news/video/item1297737/grade1/index.html?source=espresso-home-keystage1news</a></p>
<p><b>Manage their own basic hygiene and personal needs, including dressing and going to the toilet.</b></p> <p><i>- Show confidence in asking adults for help.</i></p>	<p>Using social stories and encourage children to be safer when working online.</p>

<p><i>-To be responsible for keeping themselves and others around them healthy and safe.</i></p> <p><b>Form positive attachments to adults and friendships with peers.</b></p> <p><i>- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i></p> <p><b>To gain access to current affairs and awareness of the wider world.</b></p> <ul style="list-style-type: none"> <li>- To understand current world issues and awareness of the bigger picture.</li> <li>- Children to become significantly more aware of computer and internet safety.</li> </ul>	
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Literacy - Reading			
Reading Comprehension –	<p>Emma Janes Aeroplane By Katie Haworth Bubbles (an animated clip without words) <a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a></p> <p>Journey By Aaron Becker <a href="https://www.youtube.com/watch?v=I6U56BZpjvU">https://www.youtube.com/watch?v=I6U56BZpjvU</a></p> <p>Lion, witch and the Wardrobe By C S Lewis <a href="https://www.youtube.com/watch?v=lc8387H7oYc">https://www.youtube.com/watch?v=lc8387H7oYc</a></p> <p>The Dot By Peter H Reynolds <a href="https://www.youtube.com/watch?v=Clpw7PG7m1Q">https://www.youtube.com/watch?v=Clpw7PG7m1Q</a></p> <p>The Pencil By Allan Ahlberg <a href="https://www.youtube.com/watch?v=vVXGJrz6yNg&amp;t=55s">https://www.youtube.com/watch?v=vVXGJrz6yNg&amp;t=55s</a></p>	Texts to share-	<p>The Bear Hunt By Michael Rosen</p> <p>The Day the crayons Quit By Drew Daywath</p> <p>Taking Flight a story about the Wright Brothers</p> <p>Amelia Earhart By Little people Big dreams.</p> <p>The Great Baloon Hullabaloo By Peter Bently.</p>

	<p>Stickman By Julia Donaldson  <a href="https://www.youtube.com/watch?v=MogyEdlsYyE">https://www.youtube.com/watch?v=MogyEdlsYyE</a></p>		<p>The Journey by Francesca Sanna  The Hundred Decker Bus by Mike Smith  Lost and Found by Oliver Jeffers  A River by Marc Martin  The Bear and the Piano by David Lichfield    <u>The Oak Academy online teaching</u>    Text -The Magic Paint Brush  <a href="https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98">https://classroom.thenational.academy/units/the-magic-paintbrush-mood-1d98</a></p>
Key Objectives		Implementation	
<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b>  <b>Anticipate – where appropriate – key events in stories.</b>  - <i>Listen to stories with increasing attention and recall.</i>  - <i>Describe main story settings, events and principal characters.</i>  - Encourage an enjoyment of reading.</p>		<p>Children will be exposed to high quality texts, including traditional tales and stories. The use of story-maps and repetition will help children absorb key storybook language.  Staff will also regularly share stories to develop pleasure and enjoyment in reading</p>	

<p><b>All children to access strategies to build on their understanding of a text and vocabulary knowledge.</b></p> <ul style="list-style-type: none"> <li>- Checking the child understand what the text is about?</li> <li>- Children to build links between a text and their own experiences.</li> <li>- Developing an understanding of the importance of reading.</li> <li>- Promote higher level vocabulary.</li> </ul>	<p>Adults will develop children's comprehension of texts through discussion of themes and vocabulary. A shared class text will be read daily to model reading strategies, inference and highlight vocabulary. Reading texts with a familiar shared experience. Regular opportunities to read in all areas of the curriculum. <a href="#">Reading VIPER questions</a></p>
<p><b>Children will be taught to apply phonic knowledge and skills as the route to decode words</b></p> <ul style="list-style-type: none"> <li>- Assess knowledge to revisit and build upon current learning.</li> <li>- Year One and Two children to access phonic rich learning environment.</li> </ul>	<p>Teachers will deliver two phonic sessions daily one focused on audio sounds and blending and one on segmenting. Phonic rich texts to be used to model decoding skills. Assessment based planning. <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules_index/item72024/grade/index.html?source=search-all-all-all&amp;source-keywords=phonics">https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules_index/item72024/grade/index.html?source=search-all-all-all&amp;source-keywords=phonics</a> <a href="https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds">https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds</a> <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a> <a href="http://www.lettersandsounds.org.uk">www.lettersandsounds.org.uk</a></p>
<p><b>To read common exception words</b></p> <ul style="list-style-type: none"> <li>- To develop sight reading abilities</li> </ul> <p>Assess current knowledge and target groups of words weekly to be learnt.</p>	<p>Visual displaying weekly sight-read words in each classroom. Weekly words will be shared with home.</p>



Literacy - Writing	
<p><b>Write clearly formed letters and blends.</b></p> <ul style="list-style-type: none"> <li>- Using fine motor skills for early morning learning to promote body position and hand grip.</li> <li>- Letters to be sat in the correct position with the line</li> </ul> <p>A target group will be organised for daily intervention for fine motor skills.</p>	<p>Teachers will model correctly formed letters with lead ins.</p> <p><a href="https://www.ictgames.com/mobilePage/skyWriter/index.html">https://www.ictgames.com/mobilePage/skyWriter/index.html</a></p> <p>Daily fine motor skills activities to access independently. E.g threading, cutting, tracing skills.</p> <p>Children to write full names with correct letter formation.</p> <p>Power lines used to highlight letter position with the line.</p>
<p>To say what they are going to write out loud and write short sentences.</p> <p>To label pictures identifying initial letter sound and phonetic blends.</p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1244120/grade1/index.html?source=subject-English-KS1-English-Resource%20types">https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1244120/grade1/index.html?source=subject-English-KS1-English-Resource%20types</a></p> <p><a href="https://www.ictgames.com/mobilePage/skyWriter/index.html">https://www.ictgames.com/mobilePage/skyWriter/index.html</a></p>	<p>Teachers to model sentence formation.</p> <p>Children will have opportunities to write about their own experiences.</p> <p>Children to access games and independent activities to develop these skills.</p> <p>Espresso Pobble365</p>
<p><b>To be taught regular spellings</b></p> <ul style="list-style-type: none"> <li>- To know the name of each letter.</li> <li>- Yr2 recap prefix un and suffix ing,er,ed,est no root changes.</li> </ul>	<p>Spellings will focus on phonic patterns for each week.</p> <p><a href="https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling">https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling</a></p> <p><a href="https://www.ictgames.com/littleBirdSpelling/">https://www.ictgames.com/littleBirdSpelling/</a></p> <p>Through mnemonics and read copy write.</p> <p>Early morning weekly spelling pattern.</p> <p>children will begin applying their emerging phonic skills to adult-led writing activities, linked to books studied.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Writing-Focus Text</b>	<b>Bubbles (Literacy Shed)</b> <a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a>	<b>Journey (Aaron Becker)</b> <a href="https://www.youtube.com/watch?v=I6U56BZpjvU">https://www.youtube.com/watch?v=I6U56BZpjvU</a>		<b>The Lion, The Witch and the Wardrobe</b> <a href="https://www.youtube.com/watch?v=lc8387H7oYc">https://www.youtube.com/watch?v=lc8387H7oYc</a>			<b>Stick Man</b> <a href="https://www.youtube.com/watch?v=MoqyEdIsYyE">https://www.youtube.com/watch?v=MoqyEdIsYyE</a>	
Writing Genre-  Yr1 and Y2	Reading focus-  I wonder questions	Diary entries	Descriptive write – Where would you go on a journey	Character description- Mr Tumnus, Lucy, Peter and Edmund. <a href="https://classroom.thenational.academy/units/honey-and-trouble-character-23fa">https://classroom.thenational.academy/units/honey-and-trouble-character-23fa</a>	Setting description What is Narnia like?	Persuasive letter writing Can you persuade the Snow Queen to release Edmund?	Recount of Stick Man's journey	
Punctuation and Grammar (Y1)	Capital letters Finger spaces Full stops Using phonics Nouns Adjectives							
ICT links	<a href="https://www.roythezebra.com/reading-games-full-stops.html">https://www.roythezebra.com/reading-games-full-stops.html</a> <a href="https://www.roythezebra.com/reading-games-capital-letters.html">https://www.roythezebra.com/reading-games-capital-letters.html</a> <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910807/grade1/module910313/collection910332/section911462/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910807/grade1/module910313/collection910332/section911462/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910817/grade1/module910313/collection910334/section911466/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910817/grade1/module910313/collection910334/section911466/index.html</a>							

Punctuation and Grammar (Y2)	Noun Proper Noun Adjective	Contractions Omissive apostrophe	Sentence types Questions Statements Commands	Homophones	Verbs	Possessive apostrophes
	<a href="https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01">https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01</a>	<a href="https://www.education.com/game/space-apostrophes/">https://www.education.com/game/space-apostrophes/</a>	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913448/grade1/module910307/collection910376/section913445/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913448/grade1/module910307/collection910376/section913445/index.html</a>	<a href="https://www.learninggamesforkids.com/vocabulary-games/homophones-games/homophones.html">https://www.learninggamesforkids.com/vocabulary-games/homophones-games/homophones.html</a>	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913454/grade1/module910310/collection910383/section913450/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913454/grade1/module910310/collection910383/section913450/index.html</a>	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item911548/grade1/module910313/collection910395/section911545/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item911548/grade1/module910313/collection910395/section911545/index.html</a>
	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules_index/item898714/grade1/index.html?source=subject-English-KS1-English-Resource%20types">https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules_index/item898714/grade1/index.html?source=subject-English-KS1-English-Resource%20types</a>					

Mathematics (Following White Rose Planning Unit)	
Key Objectives	Implementation
<p><b><u>Autumn Term First Half</u></b></p> <p><i>Yr1 (Place Value)</i></p> <p><i>Secure number understanding to 20</i></p> <ul style="list-style-type: none"> <li>- One to one correspondence when counting</li> <li>- Sequencing of numbers</li> <li>- Number recognition</li> <li>- Comparing numbers</li> <li>- Partitioning numbers into tens and ones</li> </ul>	<p>Children will be given opportunities to develop a deep understanding of numbers to 10 using a range of resources, contexts and manipulatives. They will learn to count small groups of objects accurately and begin to recognise small quantities without counting. They will compare groups of objects to 10 and use vocabulary more/fewer/equal to/the same. In practical activities, they will begin to understand '1 more' and '1 less' than numbers to 10.</p> <p><b>Oak Academy lessons-</b></p> <p><a href="https://classroom.thenational.academy/units/numbers-to-10-526c">https://classroom.thenational.academy/units/numbers-to-10-526c</a></p> <p><a href="https://classroom.thenational.academy/units/numbers-to-20-82de">https://classroom.thenational.academy/units/numbers-to-20-82de</a></p> <p><b>Games (to 10)-</b></p> <p><a href="https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/">https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item491079/grade1/module807284/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item491079/grade1/module807284/index.html</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item484147/grade1/module807284/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item484147/grade1/module807284/index.html</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item520846/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item520846/grade1/module807298/index.html</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789332/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789332/grade1/module807298/index.html</a></p> <p><b>Games (to 20)-</b></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789206/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789206/grade1/module807298/index.html</a></p> <p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item799149/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item799149/grade1/module807298/index.html</a></p> <p><a href="https://www.topmarks.co.uk/learning-to-count/place-value-basketball">https://www.topmarks.co.uk/learning-to-count/place-value-basketball</a></p>
<p><i>Yr 2 (Place value)</i></p> <p><i>Secure number understanding to 100</i></p> <ul style="list-style-type: none"> <li>- Number recognition</li> <li>- Sequencing numbers and position numbers on a numberline.</li> <li>- Partitioning numbers using part part whole method.</li> </ul>	<p>Using concrete and pictorial methods children will compare quantities</p> <p><a href="https://www.topmarks.co.uk/maths-games/7-11-years/place-value">https://www.topmarks.co.uk/maths-games/7-11-years/place-value</a></p> <p><a href="https://uk.splashlearn.com/place-value-games">https://uk.splashlearn.com/place-value-games</a></p> <p><a href="http://www.ictgames.com/mobilePage/placeValue.html">http://www.ictgames.com/mobilePage/placeValue.html</a></p> <p><a href="https://mathsframe.co.uk/en/resources/category/5/partitioning-and-place-value">https://mathsframe.co.uk/en/resources/category/5/partitioning-and-place-value</a></p> <p><a href="https://thirdspacelearning.com/blog/ks1-ks2-place-value-games/">https://thirdspacelearning.com/blog/ks1-ks2-place-value-games/</a></p> <p>The National Oak Academy on line lesson</p>

<ul style="list-style-type: none"> <li>- Identify more or less than a number.</li> <li>- Count in 2's 5's and 10's</li> </ul>	<a href="https://classroom.thenational.academy/units/addition-and-subtraction-within-20-79fd">https://classroom.thenational.academy/units/addition-and-subtraction-within-20-79fd</a>
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### Mathematics Autumn Term second half

Autumn 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Mathe matics	Year 1	Addition and Subtraction			Shape	Place Value to 20		
Objectives Y1		To add two numbers within ten together using objects, part part whole, pictures and number lines.	To subtract using numbers within 10 by using objects, tens frames and part part whole.  To subtract using numbers within ten by using pictures and number lines. Subtract by taking objects, using pictures Subtract by counting back on a number line Introducing the subtraction symbol		To recognize and name basic 2D and 3D shapes.  To sort shapes by their properties.  To make patterns using shapes.	To count and write numbers to 20.  To partition a number to 20 in tens and ones.	To find one more and one less than a number to 20.  To compare groups of objects and numbers.	To order a group of objects.  To order numbers.
ICT Links Y1		Addition and Subtraction  <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item742224/grade1/module736870/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item742224/grade1/module736870/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item742131/grade1/module736870/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item742131/grade1/module736870/index.html</a> <a href="https://www.topmarks.co.uk/addition/addition-to-10">https://www.topmarks.co.uk/addition/addition-to-10</a>		Shape  <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item885445/grade1/module883106/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item885445/grade1/module883106/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item886686/grade1/module883106/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item886686/grade1/module883106/index.html</a>		Place Value to 20  <b>Games (to 10)-</b> <a href="https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/">https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item491079/grade1/module807284/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item491079/grade1/module807284/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item484147/grade1/module807284/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item484147/grade1/module807284/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item520846/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item520846/grade1/module807298/index.html</a>		

	<a href="https://www.topmarks.co.uk/subtraction/subtraction-to-10">https://www.topmarks.co.uk/subtraction/subtraction-to-10</a>		<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item889104/grade1/module883106/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item889104/grade1/module883106/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item897066/grade1/module883106/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item897066/grade1/module883106/index.html</a> <a href="https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns">https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns</a>		<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789332/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789332/grade1/module807298/index.html</a>  <b>Games (to 20)-</b> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789206/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item789206/grade1/module807298/index.html</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item799149/grade1/module807298/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item799149/grade1/module807298/index.html</a> <a href="https://www.topmarks.co.uk/learning-to-count/place-value-basketball">https://www.topmarks.co.uk/learning-to-count/place-value-basketball</a>		
Oak Academy Lessons Y1	<b>Addition and Subtraction</b>  <a href="https://classroom.thenational.academy/units/addition-and-subtraction-within-20-79fd">https://classroom.thenational.academy/units/addition-and-subtraction-within-20-79fd</a>		<b>Shape</b>  <a href="https://classroom.thenational.academy/units/shape-and-patterns-8ccf">https://classroom.thenational.academy/units/shape-and-patterns-8ccf</a>		<b>Place Value</b> <a href="https://classroom.thenational.academy/units/numbers-to-20-82de">https://classroom.thenational.academy/units/numbers-to-20-82de</a>		
Year 1 Rapid Recall:	<b>Rapid Recall:</b> Number bonds to 5 and 10	<b>Rapid Recall:</b> Number bonds to 5 and 10	<b>Rapid Recall:</b> Number bonds to 5 and 10	<b>Rapid Recall:</b> <b>Basic 2D shape names-</b> rectangle, triangle, circle, square <b>Basic 3D shape names-</b> cuboid, cube, sphere, pyramid	<b>Rapid Recall:</b> How many tens and ones are in the teen numbers	<b>Rapid Recall:</b> One more and one less of a number to 10.	<b>Rapid Recall:</b> One more and one less of a number to 10.

Autumn 2 Year 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Year 2	Addition and Subtraction including Money		Multiplication and Division			Fractions	
Objectives Y2		To add two digit numbers using number lines and column addition. To organize numbers into tens and ones for column addition.	To subtract two digit numbers using number lines and column subtraction. To partition two digit numbers and count back in tens and ones.	(x & ÷) To make equal groups by sharing. To make equal groups by grouping. Using repeated addition to combine groups. Grouping objects in 2's, 5's and 10's Represent multiplication and division as an array. To identify patterns in multiplication and division sentences. To Learn multiplication and number facts for 2,5 and 10 times tables.			To recognize, find, name and write fractions 1/3 ¼, 2/4 and 3/4	To write simple fractions ½ of 6 = 3  To recognize the equivalence of 2/4 and ½
Oak Academy Lessons Y2		<b>Addition and Subtraction</b> <a href="https://classroom.thenational.academy/units/addition-and-subtraction-applying-strategies-bf49">https://classroom.thenational.academy/units/addition-and-subtraction-applying-strategies-bf49</a>  <a href="https://classroom.thenational.academy/units/addition-and-subtraction-within-20-comparison-91f5">https://classroom.thenational.academy/units/addition-and-subtraction-within-20-comparison-91f5</a>		<b>Multiplication and Division</b> <a href="https://classroom.thenational.academy/units/multiplication-and-division-5a7b">https://classroom.thenational.academy/units/multiplication-and-division-5a7b</a>			<b>Fractions</b> <a href="https://classroom.thenational.academy/units/fractions-da2b">https://classroom.thenational.academy/units/fractions-da2b</a>	

ICT Links Y2	<a href="https://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction">https://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction</a>  <a href="https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction">https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction</a>  <a href="https://www.ictgames.com/mobilePage/addition.html">https://www.ictgames.com/mobilePage/addition.html</a>  <a href="https://mathsframe.co.uk/en/resources/category/9/addition-and-subtraction">https://mathsframe.co.uk/en/resources/category/9/addition-and-subtraction</a>  <a href="https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/">https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/</a>  <a href="https://uk.ixl.com/math/year-2">https://uk.ixl.com/math/year-2</a>  <a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a>  <a href="https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862390&amp;grade=ks1&amp;&amp;source=espresso-home-keystage1subjects">https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862390&amp;grade=ks1&amp;&amp;source=espresso-home-keystage1subjects</a>	<a href="https://www.topmarks.co.uk/Interactive.aspx?cat=12">https://www.topmarks.co.uk/Interactive.aspx?cat=12</a>  <a href="https://www.topmarks.co.uk/maths-games/5-7-years/multiplication-and-division">https://www.topmarks.co.uk/maths-games/5-7-years/multiplication-and-division</a>  <a href="https://www.twinkl.co.uk/resources/calculating/division/division-games">https://www.twinkl.co.uk/resources/calculating/division/division-games</a>  <a href="https://www.splashlearn.com/division-games">https://www.splashlearn.com/division-games</a>  <a href="https://nrich.maths.org/8938">https://nrich.maths.org/8938</a>  <a href="https://www.bbc.co.uk/bitesize/articles/zybnm39">https://www.bbc.co.uk/bitesize/articles/zybnm39</a>  <a href="https://www.education.com/games/math/">https://www.education.com/games/math/</a>  <a href="http://www.snappymaths.com/addsub/addsub.htm">http://www.snappymaths.com/addsub/addsub.htm</a>  <a href="https://trockstars.com/">https://trockstars.com/</a>  <a href="https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862390&amp;grade=ks1&amp;&amp;source=espresso-home-keystage1subjects">https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862390&amp;grade=ks1&amp;&amp;source=espresso-home-keystage1subjects</a>	<a href="https://www.topmarks.co.uk/Search.aspx?q=fractions">https://www.topmarks.co.uk/Search.aspx?q=fractions</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z3rbg82">https://www.bbc.co.uk/bitesize/topics/z3rbg82</a>  <a href="http://www.maths-games.org/fraction-games.html">http://www.maths-games.org/fraction-games.html</a>  <a href="http://www.snappymaths.com/counting/fractions/interactive/halfquartersimm/halfquartersimm.htm">http://www.snappymaths.com/counting/fractions/interactive/halfquartersimm/halfquartersimm.htm</a>  <a href="https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862390&amp;grade=ks1&amp;&amp;source=espresso-home-keystage1subjects">https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862390&amp;grade=ks1&amp;&amp;source=espresso-home-keystage1subjects</a>
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Year 2 Rapid Recall:	Rapid Recall: Number bonds to 10, 20 and 100  To partition numbers into tens and ones.	Rapid Recall: Number bonds to 10, 20 and 100  To partition numbers into tens and ones.	Rapid Recall: Times Tables 2x table 5x table 10 times table	Rapid Recall: Times Tables And division facts for 2x table 5x table 10 times table	Rapid Recall: Times Tables ÷ facts derived from 2x,5x and 10x tables	Double and Halve number facts	Double and Halve number facts
Writing- Focus Text	<b>Bubbles (Literacy Shed)</b> <a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a>	<b>Journey (Aaron Becker)</b> <a href="https://www.youtube.com/watch?v=l6U56BZpjvU">https://www.youtube.com/watch?v=l6U56BZpjvU</a>		<b>The Lion, The Witch and the Wardrobe</b> <a href="https://www.youtube.com/watch?v=lc8387H7oYc">https://www.youtube.com/watch?v=lc8387H7oYc</a>			<b>Stick Man</b> <a href="https://www.youtube.com/watch?v=MoqyEdIsYyE">https://www.youtube.com/watch?v=MoqyEdIsYyE</a>
Writing Genre-  Yr1 and Y2	Reading focus-  I wonder questions	Diary entries	Descriptive write – Where would you go on a journey	Character description- Mr Tumnus Lucy Peter Edmund	Setting description What is Narnia like?	Persuasive letter writing Can you persuade the Snow Queen to release Edmund?	Recount of Stick Man’s journey
Punctuation and Grammar (Y1)	Capital letters Finger spaces Full stops Using phonics Nouns Adjectives						
ICT links	<a href="https://www.roythezebra.com/reading-games-full-stops.html">https://www.roythezebra.com/reading-games-full-stops.html</a> <a href="https://www.roythezebra.com/reading-games-capital-letters.html">https://www.roythezebra.com/reading-games-capital-letters.html</a> <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910807/grade1/module910313/collection910332/section911462/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910807/grade1/module910313/collection910332/section911462/index.html</a>						

	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910817/grade1/module910313/collection910334/section911466/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910817/grade1/module910313/collection910334/section911466/index.html</a>					
Punctuation and Grammar (Y2)	Noun Proper Noun Adjective	Contractions Omissive apostrophe	Sentence types Questions Statements Commands	Homophones	Verbs	Possessive apostrophes
	<a href="https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01">https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01</a>	<a href="https://www.education.com/game/space-apostrophes/">https://www.education.com/game/space-apostrophes/</a>	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913448/grade1/module910307/collection910376/section913445/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913448/grade1/module910307/collection910376/section913445/index.html</a>	<a href="https://www.learninggamesforkids.com/vocabulary-games/homophones-games/homophones.html">https://www.learninggamesforkids.com/vocabulary-games/homophones-games/homophones.html</a>	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913454/grade1/module910310/collection910383/section913450/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item913454/grade1/module910310/collection910383/section913450/index.html</a>	<a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item911548/grade1/module910313/collection910395/section911545/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item911548/grade1/module910313/collection910395/section911545/index.html</a>
Science	<p>To draw and label parts of the human body.</p> <p>To sequence how humans, grow from toddler to an adult, identify similarities and differences.</p> <p>Notice that animals including humans have offspring.</p> <p>Find out and identify the basic needs of humans.</p> <p>Identify the importance of exercise, eating healthy and being hygienic.</p>					
	<b>What is Autumn?</b> What are the changes in our environment?	<b>How do Humans grow and change?</b> Identify the changes from birth to adults. Order pictures of change.	<b>How can we stay healthy?</b> How to eat healthy using the groups of foods. Ways of keeping fit and why?	<b>What do animals need to survive?</b> <b>Sorting animals into different groups mammals, reptiles, amphibians, fish and birds.</b> To identify three or more basic needs for survival.	<b>What do I eat?</b> Identify and name animals that are herbivores, carnivores and omnivores.	<b>How are animal babies different?</b> Identify and compare different body parts. What is similar and different about some animals and why?

				To compare the differences and similarities in each group.		
	<a href="https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd">https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd</a>		<a href="http://www.bbc.co.uk/guides/zxvkd2p">http://www.bbc.co.uk/guides/zxvkd2p</a>	<a href="http://www.bbc.co.uk/guides/zx38wmn">http://www.bbc.co.uk/guides/zx38wmn</a> <a href="http://www.bbc.co.uk/guides/zp9pfg8">http://www.bbc.co.uk/guides/zp9pfg8</a> <a href="http://www.bbc.com/bitesize/articles/zc6br82">http://www.bbc.com/bitesize/articles/zc6br82</a> <a href="http://www.bbc.com/bitesize/articles/zp92xnb">http://www.bbc.com/bitesize/articles/zp92xnb</a> <a href="https://classroom.thenational.academy/units/the-animal-kingdom-3cfa">https://classroom.thenational.academy/units/the-animal-kingdom-3cfa</a>	<a href="https://www.bbc.co.uk/bitesize/clips/zwfd2p3">https://www.bbc.co.uk/bitesize/clips/zwfd2p3</a>  <a href="https://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml">https://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml</a>  <a href="https://www.bbc.co.uk/programmes/b07ysy9t">https://www.bbc.co.uk/programmes/b07ysy9t</a>	
<b>Geography</b>	<b>To use Geographical skills to read map and plans.          To know the different perspectives plans are drawn at.          To identify the countries that make up the United Kingdom, seven continents and the five oceans of our world.          To identify key Geographical features and landmarks of our world.</b>					
	To locate the UK on a map of the world and identify and a globe. To identify the countries in the UK. Food taste from each of these countries.	To use aerial photos to identify areas in our school grounds. Making tracks using sticks for people to follow.  To use aerial photographs and plan perspectives to recognize land marks and basic human and physical features. Draw a plan of their local area.  To make a plan using coordinates to direct each other around there plan.	To name the five oceans of the world.  To map explores journeys around the oceans like Christopher Columbus, (linked to history and topic of journeys)	To name the seven continents of the world. Children will try cultural food from each of the continents. To mark on key land features e.g Uluru (Ayres Rock), Great Wall of China, Pyramids, Niagara Falls, Eifel Tower, Machu Picchu, Ice bergs  Can we track Santa's journey around the world?		

		Use a compass to describe the features in our school grounds and find hidden objects.		
	<a href="https://michaelfaradayschool.co.uk/2015/06/10/year-1-geography-video/">https://michaelfaradayschool.co.uk/2015/06/10/year-1-geography-video/</a>	<p>Google maps</p> <p><a href="http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20Around%20Our%20School.pdf">http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20Around%20Our%20School.pdf</a></p> <p><a href="https://www.topmarks.co.uk/Search.aspx?Subject=12&amp;AgeGroup=2">https://www.topmarks.co.uk/Search.aspx?Subject=12&amp;AgeGroup=2</a></p> <p><a href="https://central.espresso.co.uk/espresso/modules/t1_around_school/index.html?source=subject-Geography-KS1-Geography-Resource%20types">https://central.espresso.co.uk/espresso/modules/t1_around_school/index.html?source=subject-Geography-KS1-Geography-Resource%20types</a></p> <p><a href="https://central.espresso.co.uk/espresso/modules/t1_mapping/index.html?source=subject-Geography-KS1-Geography-Resource%20types">https://central.espresso.co.uk/espresso/modules/t1_mapping/index.html?source=subject-Geography-KS1-Geography-Resource%20types</a></p>	<p><a href="https://www.youtube.com/watch?v=vfv7TF9RHbY">https://www.youtube.com/watch?v=vfv7TF9RHbY</a></p> <p>Oak Academy</p> <p><a href="https://classroom.thenationalacademy/unit/s/oceans-and-seas-a546">https://classroom.thenationalacademy/unit/s/oceans-and-seas-a546</a></p>	<p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p><a href="https://www.kids-world-travel-guide.com/top-10-famous-landmarks.html">https://www.kids-world-travel-guide.com/top-10-famous-landmarks.html</a></p>
<b>History</b>	<p>To learn about events beyond living memory that are significant nationally and globally. Remembrance Day, First Aeroplane flight.</p> <p>To learn about the lives of significant individuals and how their work changes our ideas and life as we know it now. Christopher Columbus,</p>			
	Guy Fawkes was he a good guy or a bad guy?	Remembrance Day Why remember?	The Voyages and discoveries of Christopher Columbus. Using story's and maps plan his expeditions this is linked to Geography.	<p>To sequence the story of the Wright Brothers and how their work developed and impacted on what we have now.</p> <p>Learn about Amelia Earhart and her role in aviation.</p>

	<a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6</a> Oak Academy <a href="https://classroom.thenational.academy/units/why-do-we-celebrate-bonfire-night-82ed">https://classroom.thenational.academy/units/why-do-we-celebrate-bonfire-night-82ed</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/r-is-for-remembrance/zjypv9q">https://www.bbc.co.uk/teach/class-clips-video/r-is-for-remembrance/zjypv9q</a> <a href="https://www.youtube.com/watch?v=pvub7Be7oA">https://www.youtube.com/watch?v=pvub7Be7oA</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-pilot/zdgtscw">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-pilot/zdgtscw</a>  <a href="https://www.bbc.co.uk/cbbc/shows/absolute-genius-with-dick-and-dom">https://www.bbc.co.uk/cbbc/shows/absolute-genius-with-dick-and-dom</a>
DT	To design, make and evaluate models using a variety of fastenings.			
	Design - To use research and develop design criteria. To generate, develop, model and communicate their ideas. To make a flying machine using junk modelling.  <a href="https://www.pinterest.co.uk/Daisyhawkwind/junk-modelling/">https://www.pinterest.co.uk/Daisyhawkwind/junk-modelling/</a>	Make - To select from and use a wider range of materials according to their functional properties and aesthetic qualities.  Evaluate - To evaluate their product against their own design criteria and consider the views of others to improve their work.	<b>Textiles</b> To investigate different ways to fasten two pieces of materials to make a felt bauble. Sewing	
ART	Children will use a range of materials to creatively design and make products. Children will be taught to use drawing, painting and sculpture to develop ideas.			
	Firework chalk drawings <a href="https://www.youtube.com/watch?v=XcRUFNPU0U">https://www.youtube.com/watch?v=XcRUFNPU0U</a>	Remembrance Day Art – pastels, water colours  	Junk Modelling  Design, make and evaluate a flying machine.	Bridget Riley/ Kadinsky <a href="https://www.youtube.com/watch?v=k0WsMInlI18">https://www.youtube.com/watch?v=k0WsMInlI18</a>

Taking Turns and Sharing ICT	Esafety - use technology safely, respectfully and responsibly						
	Online link- <a href="https://www.thinkuknow.co.uk/4_7/hectorsworld/">https://www.thinkuknow.co.uk/4_7/hectorsworld/</a>						
PE	To develop fundamental movement skills, agility, balance and coordination. Children will engage in competitive and cooperative physical activities.						
	Running – sprinting and jogging Throwing – overarm, underarm, chest pass, bounce pass <a href="https://www.youtube.com/watch?v=oiTaFviEt74">https://www.youtube.com/watch?v=oiTaFviEt74</a>	Running – sprinting and jogging Recap throwing. Catching <a href="https://www.pinterest.co.uk/pin/208502657735401776/">https://www.pinterest.co.uk/pin/208502657735401776/</a>	Running – sprinting and jogging Throwing and catching. Team game. <a href="https://www.youtube.com/watch?v=mhHY8mOQ5eo">https://www.youtube.com/watch?v=mhHY8mOQ5eo</a>	Running- sprinting and jogging. Throwing and catching. Dodging. Team game.	Running – sprinting and jogging. Throwing and catching. Dodging. Space. Team game. <a href="https://primecoachingsport.wordpress.com/2017/01/14/how-to-teach-the-throwing-catching-skills-key-cues-for-different-variations/">https://primecoachingsport.wordpress.com/2017/01/14/how-to-teach-the-throwing-catching-skills-key-cues-for-different-variations/</a>	Running – sprinting and jogging. Throwing and catching. Dodging. Team game.	Running – sprinting and jogging. Throwing and catching. Dodging. Team game.
Music	Using our voices expressively and creatively by singing songs with a focus on tempo, clapping rhythm patterns and explaining pulse and beat.	Singing songs relating to our Science topic (Humans) with a focus on pitch.	Listening to ‘Carnival of the animals’ with a focus on identifying the instruments, and the sounds created to	Singing Autumn/Harvest songs with actions with a focus on dynamics.	Listening to ‘Autumn’ from the four seasons with a focus on stringed instruments and the sounds created to represent Autumn.	Singing songs linked to Christmas performances with a focus on dynamics, tempo and rhythm.	Singing songs linked to Christmas performances with a focus on dynamics, tempo and rhythm.

			represent different animals.				
	<p>Oak Academy</p> <p><a href="https://classroom.thenational.academy/units/rhythm-6740">https://classroom.thenational.academy/units/rhythm-6740</a></p> <p><a href="https://classroom.thenational.academy/units/pitch-c0a5">https://classroom.thenational.academy/units/pitch-c0a5</a></p> <p><a href="https://www.youtube.com/watch?v=poz9nZCFmb0">https://www.youtube.com/watch?v=poz9nZCFmb0</a></p> <p><a href="https://www.youtube.com/watch?v=H7hGiZ579cs">https://www.youtube.com/watch?v=H7hGiZ579cs</a></p>						
PSHCE	<b>Relationships</b>						
	Giving and sharing to make others happy. Linked to literacy.	Children in need Supporting others and being a good friend.	Taking Turns and Sharing	Resilience	Empathy – to understand how behaviour affects others. Being sensitive to others.	Understand that different people have different opinions	Listening to someone else’s ideas.
	<p><a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a></p> <p><a href="https://www.bbcchildreninneed.co.uk/changing-lives/stories/">https://www.bbcchildreninneed.co.uk/changing-lives/stories/</a></p>						
RE	<b>Gifts and Giving and Good News</b>						
	<p>Children will discuss the power of giving and receiving through the stories of Three wise women by Mary Hoffman, Sleeping Beauty where the fairys give non material gifts and Babushka.</p>						
	<p>To understand the Christian celebrations’ of Christmas.</p> <p>To understand the responsibility behind caring and giving good news using the celebration of Christmas and the news the angels shared and the responsibility the shepherds had tending to their sheep.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382</a></p> <p>Oak Academy</p> <p><a href="https://classroom.thenational.academy/units/the-nativity-c64a">https://classroom.thenational.academy/units/the-nativity-c64a</a></p>						

Outdoor Learning	Building our own mini bonfires.	Track making using sticks linked to map making in Geography. <a href="https://www.rhs.org.uk/education-learning/pdf/school-visits/rosemoor/activity-sheets/journey-sticks-ks1.pdf">https://www.rhs.org.uk/education-learning/pdf/school-visits/rosemoor/activity-sheets/journey-sticks-ks1.pdf</a>	Making bird feeders. <a href="https://www.bbc.co.uk/cbeebies/makes/bird-feeder">https://www.bbc.co.uk/cbeebies/makes/bird-feeder</a>	Hedgehog homes for the winter. Percy the park keeper text <a href="https://www.youtube.com/watch?v=7dyCkleWRzo">https://www.youtube.com/watch?v=7dyCkleWRzo</a>	Camp fire	What is a stick? Stickman text
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