

| <i>Week/Topic</i>                                 | <i>Week 1</i>  | <i>Week 2</i>   | <i>Week 3</i>  | <i>Week 4</i>  | <i>Week 5</i>  | <i>Week 6</i><br><i>Walk to Claygate Parade 11.10.22</i>   | <i>Week 7</i>   |
|---|--|---|--|--|--|--|---|
| <i>English</i>                                    | Oracy – welcome back to school<br>Discuss ‘Me Bag’ items<br>Writing Labels for ‘Me bag items’<br>Oracy -asking and answering questions<br>Recount writing – what did you do in the holidays? | Non-fiction writing about themselves<br>-writing captions<br>-Factual sentences                           | Oracy – Retell Stickman story<br>Draw and write adjectives<br>Write description of Stickman                                      | Oracy - Reread Stickman<br>Act out Stickman story<br>Sentence writing                          | Write a postcard home from Stickman (linked to Geog’ learning on addresses and postcodes)              | Non-fiction/Recount<br>Using questions<br>Recount of Walk to Claygate Parade                                 | Oracy – Poetry/Nursery rhyme recital  |
| <i>Phonics</i>                                    | Review Phase 3 GPCs, ai, ee, igh<br>oa, oo, ar<br>or, ur, oo<br>ow, oi, ear  | air, er, /z/ s es<br>words with two or more digraphs e.g. queen, thicker                                  | Phase 4: CVCC<br>CCVC CCVCC<br>CCCVC<br>Phase 4 with long vowels   | Phase 5<br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/ee/ ea each                        | Review longer words  | Assess & Review  | Assess & Review   |
| <i>Mathematics</i>                                | Number & Place Value (Within 10)<br>Sort and count objects. Represent objects, recognise numbers as words  | Number & Place Value ( Within 10)<br>Count on from any number, 1 more, 1 less, count backwards within 10. | Number & Place Value (within 10)<br>Fewer, more, same.<br>Less than greater than, equal to.<br>Compare numbers. The number line. | Addition and subtraction (Within 10)<br>Parts and wholes, part whole model.<br>Addition symbol | Addition and subtraction (Within 10)<br>Fact families, number bonds within 10.<br>Compare number bonds | Addition and subtraction (Within 10)<br>Addition using number bonds, finding a part.<br>Addition-adding more | Addition and subtraction (Within 10)<br>Subtraction symbol<br>Subtraction-find a part.<br>Fact families (the 8 facts).<br>Finding the difference. |
| <i>Science</i><br><i>Animals including Humans</i> | Is everyone’s body the same?   | What differences can our tongues taste?   | What can we hear using our sense of hearing?   | How can we explore the world using our sense of touch?   | Which smells do we love and hate?  | How do we use our senses to find out about the world around us?  | How can you tell it is autumn?  |

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| <i>Computing</i>                                  | Logging on  | Click and drag skills                                 | Drawing shapes  | Drawing a story  | Self portrait  | Online safety  |  |
| <i>Art &amp; Design<br/>Technology</i>            | How do I draw my face?                                  | Paint, draw and collage                               | What are primary and secondary colours?                       | Who is LS Lowry? What are the features of his art?     | How do I mix secondary colours? – Background for Lowry           | How did Lowry represent people?  | Can I draw a street in the style of LS Lowry?  |
| <i>Humanities<br/>Geography</i>                   | What types of buildings can you live in?                | What are the features of a house?                     | Where is Claygate Primary School?                             | What symbols can I use for my map?                     | What is my route to Claygate Parade?                             | How can you show where the train station, shops and school is in Claygate? | Assessment: Can you name 4 features of your home?<br>What buildings might you see in Claygate?<br>Can you complete the key for this map? |
| <i>PE</i>   | Indoor - Gymnastics<br>Outdoor - Ball skills - Football |   |   |  |  |  |  |
| <i>RE<br/>Why should we look after our world?</i> |   | What makes you wonder/say 'Wow'?                      | What big questions are in the Bible?                          | How was the world created?                             | What does God look like?   | What does heaven look like?  | What is a BIG question?  |
| <i>Music</i>                                      | To identify and match sounds with their sources.        | To understand timbre and classify sounds accordingly. | To discover and notate a variety of sounds around the school. | To understand pitch and describe high and deep sounds. | To explore the instruments in the Music Room according to pitch. | To link timbre and pitch to conveying emotion through music.               | To use timbre and pitch to compose a group musical story.  |
| <i>PSHE</i>                                       | Special and Safe  | My Class  | Rights and Responsibilities                                   | Rewards and Feeling proud                              | Consequences   | Owning our Learning Charter  |  |
| <i>Enrichment<br/>Block</i>                       | Alder - Woodland explorers<br>Oak – Multisports         |   |   |  |  |  |  |