

Questions.

Week 1: Why do people celebrate Bonfire Night with fireworks?
 Week 2: Why do people celebrate Diwali?
 Week 3: What changes will we see in Autumn?
 Week 4: What changes will we see in winter?
 Week 5: What does Woodside look like it does?
 Week 6: What is special about Woodside?
 Week 7: Why do people celebrate Christmas?
 Week 8: Can you prepare for our Christmas market?

Texts: *Bonfire night poems. Going on a Bear Hunt The Bear and the Hare The Nativity Story*

Fiction: Personal Response Narrative Writing in role
 Character Study Description

Non Fiction: Recount

Maths

Number: addition and subtraction (within 10) 3 weeks
 Geometry: shape 1 week
 Number: place value (numbers to 20) 2 weeks
 Consolidation: 2 weeks.

Science: Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Computing

Use technology safely.
 Create, organise, store, and retrieve digital content.

Enrichment

Walk around Woodside & Church visit

Creating a model of Woodside Green

Christmas concert—parents/ carers

Christmas market—prepare stalls, invitations, singing.

Assessment Foci

Science: I can use observations and ideas to suggest answers to questions.

History: I can use a range of words relating to passing of time.

Music: I can make different sounds with my voice.

DT: I can make a simple plan before making a finished item.

RE: I can identify and describe a religious festival.

Geography: I can explain where I live and tell someone my address.

PE: I can link movements and phrases using different speeds, levels and directions.

Computing: I can store some digital content.

E-safety: I use technology safely.

Foundation Subjects Coverage

PE: create and perform dances to music using simple movement patterns (*Firework dances? Snowman dances?*) Linking series of movements to create a dance, copy dance moves. Can demonstrate different ways of travelling and jumping using apparatus safely. *Unicef Article 31*

RE: understand that some people believe that God created the world; explain why Jesus is important to Christians; retell some of the stories Jesus told and identify what these stories taught Christians; talk about a time I have celebrated something; name and talk about at least one festival; discuss the journeys that took place at Christmas; discuss the feelings of the different characters. *Unicef Article 12,13,14,29,30*

Art: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; describe what can be seen and give an opinion about the work of an artist; ask questions about a piece of art; cut, roll and coil materials; use ICT to create a picture. (*Art linked to Christmas/stories covered*) *Unicef Article 31*

DT: generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups. Select from and use a wide range of tools and equipment to perform practical tasks. (*creating 'model village' of Woodside*)

PSHE/ British Values: Wonderful me—explore who they are, recognise what they can do, identify their favourite things, recognise what makes them special, be encouraged to develop a positive attitude to learning. *Unicef Art.2,3*

MUSIC: use voices expressively and creatively by singing songs and speaking chants and rhymes; follow instructions about when to play and sing

HISTORY: significant historical events and places in their own locality; use words & phrases e.g. old, new, long time ago; ask and answer questions about old and new things in a picture; explain what an object from the past might have been used for; explain changes since birth (link to PSHE)

GEOGRAPHY: talk about features of local environment; explain where they live and tell someone their address; explain how the weather changes during the year and name the seasons.