



## Class One – Autumn Term – ‘On The Move!’

### English

Texts – ‘Mr Gumpy’s Motor Car’ by John Burningham and ‘Stuck’ by Oliver Jeffers

- Listening to, reading and exploring stories with familiar settings e.g. home, school, park.
- Identifying characters, settings and main events in the stories.
- Talking about and identifying labels, lists and captions.
- Writing own labels, lists and captions.
- Books for listening comprehension: Mrs Armitage on Wheels, The Car Journey, Sally’s Seaside Adventure.
- Reading and listening to traditional stories with repeated phrases and rhyming words.
- Retelling and acting out the stories using the repeated phrases.
- Listening to a range of poems that use pattern, rhyme and description.
- Books for listening comprehension: Supersonic Engine Juice and Mrs Armitage Queen of the Road.
- Activities for listening comprehension to include story sequencing, answering questions and character descriptions.
- Letters and Sounds sessions – to develop phonic knowledge
- Spelling activities – using sound knowledge to spell decodable words. Learning to spell tricky words.
- Grammar activities – punctuation and sentence construction.

### Maths

- Counting forwards and backwards from 0-20/50 and beyond.
- Reading and writing numbers.
- Recognising numbers out of order.
- Positioning numbers on a number line.
- Counting sets of objects.
- Comparing and ordering numbers.
- Finding one more/less than a given number.
- Adding amounts by combining groups and learning to ‘count on’.
- Subtracting activities by taking away.
- Finding the difference between two numbers by counting up.
- Naming and describing 2D shapes.
- Comparing lengths and weights of different objects.
- Measuring using non-standard units.
- Ordering the days of the week.
- Ordering the months of the year.
- Telling the time to the hour.
- Comparing the capacity of different objects and containers.
- Using and applying the language of position, direction and movement.
- Exploring shape and number patterns.

### Music

Charanga unit ‘Hey You’ and Christmas play practices and performances:

- To find the pulse when listening to a piece of music.
- To identify the instruments and voices in songs.
- To find the pulse and march in time.
- To clap rhythms.
- To sing in groups.
- To perform with rapping, singing and playing.

### Science

- Identifying pushing and pulling movements by experimenting with PE equipment, bikes/ scooters, toys/vehicles and pliable materials, eg, playdough.
- Learning to understand movement and how things move in different ways through investigations using cars, ramps, water and air.
- Comparing movement on different surfaces.
- Knowing how materials can be changed by squashing, bending, twisting and stretching.

### History

- Investigating and interpreting the past through:
  - exploring transport in the past through pictures and artefacts, learning what they were used for and organising these by age.
  - knowing and understanding what transport we use today instead of in the past.
  - making a timeline of transport/inventions through time.
  - Differentiating between things that were here 100 years ago and things that were not.
- Investigating significant people from the past through:
  - using a range of sources to find out about Brunel.
  - building an overview of world history to understand chronology.
  - finding out why Brunel was famous and creating a timeline of his achievements. (The Thames Tunnel, his bridges, railways and ships.)

### RE

- Exploring the idea that created things have creators. Thinking about who made different objects. What might the creators be like?
- Looking at objects in the natural world. If these objects had a creator what might the creator be like?
- Introducing the idea that many people (Jews, Christians and Muslims) believe that there is a Creator of the world, God.
- Reading and talking about the story of Creation from the Bible.
- Discussing how Christians might want to thank God.
- Exploring Harvest and how it is celebrated. Thinking about the importance of giving and sharing.
- Discussing what they could be grateful for e.g. families, friends, food etc
- Discussing how each person is unique and different.
- Talking about how to be a good friend. Looking at characters in books and stories from the Bible to explore friendship.
- Reading and talking about people and groups who care for other people. E.g. Mother Teresa, WaterAid, Oxfam.

### Art

- Recognising and drawing lines of different sizes and thicknesses.
- Experimenting with dots and lines, using transport pictures.
- Experimenting with thick and thin paintbrushes and the effect they can have.
- Using wheels/vehicles to create different patterns.
- Learning how to mix colours to make new colours and for shading, including mixing primary colours to make secondary colours.
- Creating a ‘colour wheel’.
- Christmas Arts and Crafts!

### DT

- Investigating toy vehicles and how they have been made.
- Designing a product which moves - a model vehicle.
- Learning how to make wheels, axles, a chassis and box frame, using tools safely through making their own model vehicle.
- Evaluating their model by explaining what went well and describing how it works.

### PSHE

Me and My Relationships

- To explain their classroom rules and be able to contribute to making these.
- To explore their own feelings and those of others.
- To recognize that feelings can be hurt and feelings can make us behave in different ways.
- To recognize that they belong to various groups and communities such as their family

Valuing Difference

- To explore similarities and differences between themselves and others.
- To learn about the differences between unkindness, teasing and bullying, and what it means to be kind or unkind and fair or unfair.

### PE

Gymnastics

- To show control when moving.
- To create shapes with our body, showing control and balance when static and moving.
- To balance and roll using a range of body parts.
- To jump and land with control.
- To create sequences.

Principles of Play

- To play nice and fairly.
- To play games and follow rules.
- To work well as part of a team.
- To find space in a range of games.
- To use tactics to outwit opponents.
- To play competitive games as part of a team.

Real PE

- To follow instructions and practise safely.
- To work on simple tasks by myself.
- To ask for help when appropriate.
- To try several times if at first I don’t succeed

Forest School

- To listen
- To play games
- To be creative

### Computing

- An introduction to Purple Mash.
- Finding out about the parts of a computer.
- Understanding grouping and sorting and to sort items on the computer.
- Online safety: understanding the need to tell an adult when something worrying or upsetting appears online. Recognising age appropriate websites.

Pictograms:

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.