

Literacy	Maths	Science	ICT	RSHE
<p>Text types: Fiction/Poetry: Rabunzel Non-fiction: Staying safe</p> <p>Reading: Blending CVC/CVCC/CCVC words. Identify/match symbols/objects. Predict words/elements of text.</p> <p>Writing: Letter formation/mark making Word/sentence building. Basic punctuation.</p> <p>Speaking/Listening: Talking to others. Listening to others. Responding to others.</p>	<p><u>Semi-formal learners:</u> Counting numbers. Reading numbers. Writing numbers. Number rhymes. Adding one more... Taking one away... 2D shapes</p> <p><u>Subject Specific Learners:</u> Counting and properties of numbers. Comparing numbers. Ordering numbers. Writing numbers. Finding numbers of objects. Comparing numbers. Counting and properties of numbers. Comparing numbers. Ordering numbers. Writing numbers. Adding and subtracting numbers 2D/3D shapes names 2D/3D shapes properties Reading tables and graphs.</p>	<p>(Eq-2.4d- Magnets and magnetism) Students should experience, explore, and investigate, record and communicate what they discover and learn about:</p> <ul style="list-style-type: none"> • Pushes and pulls. • Attraction and repulsion. • Magnetic materials. • Magnets in the home. • Investigating the behaviour of magnets. 	<p>(Eq-2.1a-Information in the school) Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Learn that sounds, signs and symbols convey information. • Recognise familiar sounds, signs and symbols around the school. • Use sounds, signs and symbols to make choices and to find out information. 	<p>Self care, support and safety</p> <ul style="list-style-type: none"> • Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. • Name and describe feelings associated with not feeling safe and identify trusted adults who can help us if we feel this way. • Demonstrate ways of making it clear to others when we need help. • Describe some simple rules for keeping safe near water, railways, roads and fire.
<p>Term: Autumn 1 Topic: Take care, be safe Class: Green Class 2 Teacher: David Camps</p>				
History/Geography	Sensory activities	Physical Education and Development	DT/Cookery	Creativity (Art & Music)

<p>(Eq - 2.10 - Geography - Changing our school area)</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> Investigate the school environment Examine different ways to improve the school area Sustain different ways to keep improving the school environment 	<p>All activities are designed to encourage a multisensory approach to include:</p> <ul style="list-style-type: none"> Little chatterboxes Little maths chatterboxes. Massage. TACPAC Exploring sensory materials. Rebound Hydro Positioning OT Swing. 	<p>(Eq-2.9-Invasion Skills-Brill Skills)</p> <p>Acquiring and Developing Skills</p> <p>To use equipment to throw, catch, hit, kick, bounce and aim at targets.</p> <p>Selecting and Applying Skills, Tactics and Compositional Ideas</p> <p>To send a ball (or similar object) to a partner, to score and begin to use space.</p> <p>Knowledge and Understanding of Fitness and Health</p> <p>To participate in activities that increases their heart rate.</p> <p>Evaluating and Improving Performance</p> <p>To watch each other playing and communicate on their own performance.</p>	<p>(2.5.4-Biscuits)</p> <p>Pupils should:</p> <ul style="list-style-type: none"> Explore a range of biscuits Design and make a biscuit Produce a recipe card for their biscuit. 	<p>Music</p> <ul style="list-style-type: none"> To listen and respond to music through movement. To learn song lyrics. <p>Art</p> <p>To produce a range of artwork with different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space using a range of techniques and processes.</p>
--	---	--	--	---

<u>Week 1:</u>	<u>Week 2:</u>	<u>Week 3:</u>
<p><u>Literacy:</u></p> <p><u>Maths:</u> adding and subtracting</p> <p><u>ICT:</u> L.A: children will explore the school ground looking for signs and symbols. They will be supported in taking pictures of the signs and symbols that they see.</p> <p><u>MA:</u> children will explore the school grounds looking for signs and symbols. They will record the signs and symbols using a camera and will then download the pictures and import them into a document.</p> <p><u>Science:</u> L.A: children will be experiencing a range of objects and will be supported in identifying the push or pull that is acting upon the item.</p> <p><u>MA:</u> children will be looking at pushes and pulls that are working on objects. They will then be looking at a range of pictures of objects and will be indicating where the push and pulls are.</p> <p><u>RSHE:</u> L.A: children will participate in some of the activities that they can do themselves. They will be supported in doing this.</p> <p><u>M.A:</u> children will be sorting objects that they can do themselves and those which they require adults to support them with.</p> <p><u>PE:</u> LA: children will be encouraged to throw a ball up and then catch it again.</p> <p><u>MA:</u> children will be exploring throwing a ball up in the air and then catching it, throwing it against a wall and then throwing it to a partner.</p>	<p><u>Literacy</u></p> <p><u>Maths:</u> adding and subtracting</p> <p><u>ICT:</u> L.A: children will be looking at a picture of where a sign should be. They will be supported in putting the correct sign on the picture.</p> <p><u>MA:</u> children will be looking at signs and symbols that exist around the school. They will be sorting the signs into ones that are there for safety, privacy etc.</p> <p><u>Science</u> L.A: children will be experiencing a range of magnets and magnetic objects. They will explore how things are attracted or repelled.</p> <p><u>MA:</u> children will be exploring the effects of using two magnets. They will be encouraged to identify different poles on a magnet and how they are attracted or repelled.</p> <p><u>RSHE:</u> L.A: children will use symbols to identify the feelings represented in the picture. They will be supported in doing this.</p> <p><u>M.A:</u> children will be looking at pictures from different scenarios. They will then identify what people might be feeling. They will write words or add symbols to illustrate this.</p> <p><u>PE:P.E:</u> LA: children will be encouraged to bounce a ball.</p> <p><u>MA:</u> children will be exploring bouncing a ball on the spot, travelling with the ball while bouncing and then bouncing around obstacles.</p>	<p><u>Literacy</u></p> <p><u>Maths:</u> adding and subtracting</p> <p><u>ICT:</u> L.A: children will be exploring the school ground and will listen for sounds that they can hear and what the sound is for. They will be supported in recording some of the sounds.</p> <p><u>MA:</u> children will be exploring the school ground and will listen for sounds that they can hear and what the sound is for. They will be recording some of the sounds that they can hear.</p> <p><u>Science:</u> L.A: children will be experiencing a range of magnets and magnetic objects. They will sort materials which are magnetic and ones which are not.</p> <p><u>MA:</u> children will explore objects that are attracted and repelled. They will predict what they think will happen before exploring it.</p> <p><u>RSHE:</u> L.A: children will identify people who can help them with situations. They will be supported in doing this.</p> <p><u>M.A:</u> children will be looking at pictures from different scenarios. They will then identify who could help them in this situation. They will write words or add symbols to illustrate this.</p> <p><u>PE:</u> LA: children will be encouraged to participate in the throwing and catching game.</p> <p><u>MA:</u> children will be participating in games that involve throwing and catching.</p>

<p><u>Geography:</u> LA: will be supported in looking around our school environment and will be identifying areas that they like and the ones that they don't like.</p> <p>MA: will be looking around our school environment and will be discussing the areas that they like and the ones that they don't like. They will be discussing why they feel this way about these areas.</p> <p><u>D.T:</u> L.A: children will be supported in tasting a range of biscuits. They will be encouraged to put a smiley face next to the biscuits that they like.</p> <p>M.A: children will explore a range of biscuits. They will comment on the taste, appearance, size, consistency etc.</p> <p><u>Music:</u> L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.</p> <p>MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.</p> <p><u>Art:</u> L.A: will be supported in creating a piece of artwork associated with 'Signs'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Signs'.</p>	<p><u>Geography:</u> LA: will be supported in looking at pictures of things we could do to improve the area. They will be identifying things that they like and those which they don't like.</p> <p>MA: children will be researching different things that we could do to improve the area. They will be using a range of sources to find ideas.</p> <p><u>D.T:</u> L.A: children will be encouraged to follow the simple basic biscuit recipe. They will then be helped to evaluate the finished product.</p> <p>M.A: children will follow the instructions to create the basic biscuit recipe. They will then evaluate the finished product.</p> <p><u>Music:</u> L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.</p> <p>MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.</p> <p><u>Art:</u> L.A: will be supported in creating a piece of artwork associated with 'Signs'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Signs'.</p>	<p><u>Geography:</u> LA: children will be supported in improving the area that we identified in the previous lesson. They will add the features that we discussed.</p> <p>MA: children will be adding different things to the area to improve it. They will be looking at how to add the features safely.</p> <p><u>D.T:</u> D.T: L.A: children will be encouraged to explore the different ingredients that they could add to make their biscuit. They will then be supported in deciding which they are going to use.</p> <p>M.A: children will be exploring the different types of ingredients. They will be asked to decide which ingredients they will use and then discuss at which stage of the recipe they will be added.</p> <p><u>Music:</u> L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.</p> <p>MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.</p> <p><u>Art:</u> L.A: will be supported in creating a piece of artwork associated with 'Signs'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Signs'.</p>
<p>Term: Autumn Topic: Take care, be safe Class: Green Class 2 Teacher: David Camps</p>		

<u>Week 4:</u>	<u>Week 5:</u>	
<p><u>Literacy</u></p> <p><u>Maths:</u> 2D/3D shape names.</p> <p><u>ICT:</u> L.A: children will be listening to sounds that they recorded in the previous lesson. They will match the sound with a picture of the item.</p> <p><u>MA:</u> children will be importing the pictures taken of the objects and then importing the correct sound. They will use PowerPoint to show this.</p> <p><u>Science:</u> L.A: children will explore how magnets are used around the house. They will recycle some materials into something useful.</p> <p><u>MA:</u> children will be exploring materials in the house that can be recycled. They will explore how these items can be reused.</p> <p><u>RSHE:</u> L.A: children will identify how they can ask for help in a situation. They will be supported in doing this.</p> <p><u>M.A:</u> children will be looking at pictures from different scenarios. They will then identify how they could ask for help in this situation. They will write words or add symbols to illustrate this.</p> <p><u>PE:</u> LA: children will be encouraged to throw the ball towards a target.</p> <p><u>MA:</u> children will be exploring throwing a ball towards a target while avoiding certain areas.</p> <p><u>Geography:</u> LA: children will be supported in continuing to improve the area that we identified in the previous lesson. They will add the features that we discussed.</p> <p><u>MA:</u> children will continue with adding the different things to the area to improve it. They will be looking at how to add the features safely.</p>	<p><u>Literacy</u></p> <p><u>Maths:</u> 2D/3D shape properties</p> <p><u>ICT:</u> L.A: children will be supported in looking at a sign/symbol that is around the school and then going to find that symbol.</p> <p><u>MA:</u> children will be given a range of symbols that are around our school. They will be identifying the location of the items.</p> <p><u>Science:</u> L.A: children will be exploring using magnets to create shapes and patterns.</p> <p><u>MA:</u> children will be using a range of magnets to create shapes and patterns.</p> <p><u>RSHE:</u> L.A: children will identify how they can stay safe in a situation. They will be supported in doing this.</p> <p><u>M.A:</u> children will be looking at pictures from different scenarios. They will then identify the rules of how to stay safe in each situation. They will write words or add symbols to illustrate this.</p> <p><u>PE:</u> L.A: children will be encouraged to throw the ball towards the target area.</p> <p><u>MA:</u> children will be moving with the ball while bouncing it towards a target. They will then have to aim and throw the ball towards a goal.</p> <p><u>Geography:</u> LA: children will be supported in identifying the ways that we can continue to keep the area the way we want it to look.</p> <p><u>MA:</u> children will be discussing what we need to do to keep the area the way we want it to look. They will create a set of instructions on how to maintain it.</p> <p><u>D.T:</u> L.A: children will be supported in creating a basic recipe card for their biscuit using symbols.</p>	

<p><u>D.T:</u> L.A: children will be supported in making their biscuit using their ingredient choices. They will then be helped to complete the biscuits.</p> <p>M.A: children will be making their biscuit using their ingredient choices made in the previous lesson. They will discuss how they found the process of making the biscuits.</p> <p><u>Music:</u> L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.</p> <p>MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.</p> <p><u>Art:</u> L.A: will be supported in creating a piece of artwork associated with 'Signs'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Signs'.</p>	<p>M.A: children will be making a recipe card for their biscuit. They will also create a basic step by step guide.</p> <p><u>Music:</u> L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.</p> <p>MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.</p> <p><u>Art:</u> L.A: will be supported in creating a piece of artwork associated with 'Signs'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Signs'.</p>	
--	---	--