

Literacy	Maths	Science	ICT	RSHE
<p>Text types: Fiction/Poetry: Small Knight and George and the royal chocolate cake. Non-fiction: Castles</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. Writing recipes and invites.</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. Ordering numbers. Adding one more... Taking one away... Capacity Positions</p> <p><u>Subject Specific Learners:</u> Counting and properties of numbers. Comparing numbers. Ordering numbers. Writing numbers. Sequences. Adding and subtracting numbers Doubling numbers Halving numbers. Capacity Positions. Directions. Movement. Creating tables and graphs.</p>	<p>(Materials and their properties- Grouping) Students should experience, explore, and investigate, record and communicate:</p> <ul style="list-style-type: none"> To experience a range of everyday objects. To be able to group and sort materials. To be able to name some common materials. To be able to link the property of a material to its use. Begin to develop the skill of fair testing. 	<p>(Eq-2.3c-Text and pictures) Pupils should have opportunities to:</p> <ul style="list-style-type: none"> learn that words and pictures can be combined to convey information combine words and pictures exploring different options create a greetings card or poster by combining words and pictures. 	<p>Managing feelings</p> <ul style="list-style-type: none"> Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.

Term: Autumn 2 Topic: Dungeons and Dragons
Class: Green Class 2 Teacher: David Camps

History/Geography	Sensory activities	Physical Education and Development	DT/Cookery	Creativity (Art & Music)
<p>(Eq - 2.13 - The History of My Local Area - My Community) Pupils should have opportunities to learn:</p> <ul style="list-style-type: none"> What our local area is like today. 	<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. 	<p>(Eq-2.8 Balanced) Acquiring and Developing Skills To perform actions, movements and shapes with increasing consistency and control.</p>	<p>(2.4.2-Moving Toys) Pupils should:</p> <ul style="list-style-type: none"> Experience a range of story books. 	<p>Music</p> <ul style="list-style-type: none"> To listen and respond to music through movement. To learn song lyrics. <p>Art</p>

<ul style="list-style-type: none"> • About past life in our local area using historical pictorial, oral and written sources. • About one aspect of life in our local area in the past. 	<ul style="list-style-type: none"> • TACPAC • Exploring sensory materials. • Rebound • Hydro • Positioning • OT Swing. 	<p>Selecting and Applying Skills, Tactics and Compositional Ideas To apply with help compositional principles when performing a short sequence.</p> <p>Knowledge and Understanding of Fitness and Health Be aware of the basic principles of a warm and cool down activity</p> <p>Evaluating and Improving Performance To with help, suggest ways of improving performance..</p>	<ul style="list-style-type: none"> • Explore a variety of techniques for making features in story books. • Make a story book for a purpose. 	<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>
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<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 be supported in dragging the labels over to the picture to correctly label it.</p> <p><u>MA:</u> children will be looking at the picture. They will be using the word bank to create labels to identify things they see in the picture.</p> <p><u>Science:</u> L.A: children will be looking at the objects in front of them. They will be encouraged to put all the 'cars' in one pile and all the 'spoons' into the other pile.</p> <p><u>MA:</u> children will be looking at the objects in front of them and will be introduced to the terms 'hard' and 'shiny'. They will then be encouraged to look at the objects and sort them into groups. They will be challenged with objects that fit into both categories and will be shown how to do this.</p> <p><u>RSHE:</u> L.A: children will be supported in looking at scenarios and will identify how certain people might be feeling (unhappy/afraid/sad).</p> <p><u>M.A:</u> children will be looking at scenarios and will identify how certain people might be feeling (unhappy/afraid/sad).</p> <p><u>P.E:</u></p> <p><u>Group 1:</u> Action - Work card 1.</p> <p><u>Group 2:</u> Balance-Work card 3.</p> <p><u>Group 3:</u> Coordination-Work card 13</p> <p><u>History:</u> LA: will be supported in going around the school grounds. They will be helped to talk about if the buildings are new or old.</p> <p><u>MA:</u> will be looking at the buildings around the school area. They will talk about if the buildings are new or old and how they can tell this by the architecture or building material.</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. They will be asked to say what they can see. This will then be typed into the document to accompany the picture.</p> <p><u>MA:</u> children will be looking at the picture. They will be shown how to add text to the picture. They will then use the software to add the text.</p> <p><u>Science:</u> L.A: children will be looking at another set of objects in front of them. They will be encouraged to put all the 'apples' in one pile and all the 'boats' into the other pile.</p> <p><u>MA:</u> children will be looking at the objects that are in front of them. They will be asked to try and find objects using two types of criteria such as 'the hard, shiny thing.'</p> <p><u>RSHE:</u> L.A: children will be supported in looking at scenarios and will talk about what strategies the person could use to help them.</p> <p><u>M.A:</u> children will be looking at scenarios and will talk about and then produce writing to say what strategies the person could use to help them.</p> <p><u>P.E:</u></p> <p><u>Group 1:</u> Action - Work card 2.</p> <p><u>Group 2:</u> Balance-Work card 4.</p> <p><u>Group 3:</u> Coordination-Work card 16</p> <p><u>History:</u> LA: will be supported in placing the pictures of the local buildings/landmarks in the correct place on the aerial map.</p> <p><u>MA:</u> will be looking at the pictures of the local buildings. They will discuss the pictures and the architecture of the buildings. They will then put the picture in the correct place on the aerial map.</p>	<p><u>Literacy</u></p> <p><u>Maths:</u> adding and subtracting</p> <p><u>ICT:</u> L.A: children will be supported in inserting a picture and then using the word bank to add text to describe the picture</p> <p><u>MA:</u> children will be inserting pictures into the document. They will then be adding text to describe the picture.</p> <p><u>Science:</u> L.A: children will be encouraged to explore the materials in front of them. They will be told that the objects are 'metal' etc.</p> <p><u>MA:</u> children will be looking at the objects that are in front of them. They will be introduced to the terms 'metal, plastic, wood, paper, rock and glass'. They will be encouraged to look at the objects and then sort them into these groups.</p> <p><u>RSHE:</u> L.A: children will be supported in looking at scenarios and will talk about and then role play how to help someone in that situation.</p> <p><u>M.A:</u> children will be looking at scenarios and will talk about and then role play how to help someone in that situation.</p> <p><u>P.E:</u></p> <p><u>Group 1:</u> Action - Work card 5.</p> <p><u>Group 2:</u> Balance-Work card 7.</p> <p><u>Group 3:</u> Coordination-Work card 17</p> <p><u>History:</u> LA: children will be supported in looking at a picture of the building that was on our school sight and will compare it with a modern picture of the school.</p> <p><u>MA:</u> children will be comparing an old picture of the building that used to be where are school is and a picture of our school. They will discuss the architecture and design etc.</p>

<p>D.T: L.A: children will be supported in looking at a range of books that are available. They will be encouraged to activate/explore the features.</p> <p>M.A: children will be exploring a range of books. They will activate and explore the features of the book before deciding on their favourite book and saying why.</p> <p>Music: 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>Art: L.A: will be supported in creating a piece of artwork associated with 'Dungeons and Dragons'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Dungeons and Dragons'.</p>	<p>D.T: L.A: children will be supported in creating a simple flap. They will be helped to fold and then to stick the flap down.</p> <p>M.A: children will be exploring creating some flaps that can be used within a book. They will experiment with different materials and techniques.</p> <p>Music: 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>Art: L.A: will be supported in creating a piece of artwork associated with 'Dungeons and Dragons'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Dungeons and Dragons'.</p>	<p>D.T: L.A: children will be supported in exploring a range of materials that could be used. They will then be choosing materials that could be used for each monster.</p> <p>M.A: children will be planning the layout of the book. They will think about what they want to show on each page and what materials they want to use.</p> <p>Music: 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>Art: L.A: will be supported in creating a piece of artwork associated with 'Dungeons and Dragons'.</p> <p>M.A: will use the tools and techniques to create a piece of artwork associated with 'Dungeons and Dragons'.</p>
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Term: Autumn Topic: Dungeons and Dragons
Class: Green Class 2 Teacher: David Camps

<u>Week 4:</u>	<u>Week 5:</u>	<u>Week 6:</u>
<p>Literacy</p> <p>Maths: 2D/3D shape names.</p> <p>ICT: L.A: children will be adding a new page to their book. They will be supported in inserting a picture and then using the word bank to add text to describe the picture</p> <p>MA: children will be adding a new page to their book. They will be inserting pictures into the document. They will then be adding text to describe the picture.</p> <p>Science: L.A: children will be encouraged to explore the kitchen items. They will be encouraged to feel the items and then fill and empty them.</p> <p>MA: children will be encouraged to look at the objects associated with the kitchen. They will be asked to discuss what material they are made of and why they think this material was used.</p>	<p>Literacy</p> <p>Maths: 2D/3D shape properties</p> <p>ICT: L.A: children will be supported in adding the pictures to Publisher. They will then be assisted in adding text to create a poster.</p> <p>MA: children will be adding pictures to Publisher. They will add a text box and will experiment with changing the font as well as rotating it.</p> <p>Science: L.A: children will be encouraged to explore the 'natural' materials. They will then be introduced to 'man made materials' and will be encouraged to explore them.</p> <p>MA: children will be encouraged to look at the materials that are in front of them. They will be introduced to the term 'natural' and 'man-made' and will be asked to sort them.</p>	<p>Literacy</p> <p>Maths: 2D/3D shape properties</p> <p>ICT: L.A: children will be supported in continuing to add pictures to their Publisher document. They will then be assisted in adding more text to create a poster.</p> <p>MA: children will continue adding pictures to Publisher. They will add more text boxes and will experiment with changing the font as well as rotating it.</p> <p>Science: L.A: children will be supported in exploring the materials. They will be encouraged to put the objects into the water to see if they float or sink.</p> <p>MA: children will be encouraged to look at the objects that are in front of them. They will be asked to make a prediction about which objects will float or</p>

RSHE: L.A: children will be supported in looking at scenarios and will talk about what to do and who could help them.

M.A: children will be looking at scenarios and will talk about and then produce writing to say what to do and who could help them.

P.E:

Group 1: Action - Work card 14.

Group 2: Balance-Work card 10.

Group 3: Coordination-Work card 18

History: LA: children will be supported in using the acetate and placing it over the modern map. They will then be supported in talking about things that are the same/similar.

MA: children will be taking a modern map and an acetate of an old map and will be comparing the two. They will be looking for similarities/differences and will be thinking of reasons for this.

D.T: L.A: children will be supported in covering the templates in glue and then adding the different materials to create a monster for a page.

M.A: children will be using the template and then will be adding different materials to create a monster. They will be encouraged to combine materials to achieve the required monster.

Music: L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.

MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.

Art: L.A: will be supported in creating a piece of artwork associated with 'Dungeons and Dragons'.

M.A: will use the tools and techniques to create a piece of artwork associated with 'Dungeons and Dragons'.

RSHE: L.A: children will be supported in looking at scenarios and will talk about what to do and who could help them.

M.A: children will be looking at scenarios and will talk about and then produce writing to say what to do and who could help them.

P.E:

Group 1: Action - Work card 15.

Group 2: Balance-Work card 11.

Group 3: Coordination-Work card 19

History: LA: children will be supported in looking at the transport that was used in the past and the ones that are used now.

MA: children will be encouraged to identify different modes of transport used in the past. They will then identify ones which are used today and will be organising them into new and old vehicles.

D.T: L.A: children will be supported in changing the font of the text that they will use in their book. They will be helped to print the work.

M.A: children will be creating text to describe each monster on the page. They will experiment with changing the size and will then print out the work.

Music: L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.

MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.

Art: L.A: will be supported in creating a piece of artwork associated with 'Dungeons and Dragons'.

M.A: will use the tools and techniques to create a piece of artwork associated with 'Dungeons and Dragons'.

sink. They will then carry out the investigation to see if their predictions were correct or not.

History: LA: children will look at two street scenes from today and the past. They will then be encouraged to point to the 'new' and the 'old' street scene.

MA: children will look at two street scenes from today and the past. They will then be encouraged to put the correct items into the correct picture.

P.E:

Group 1: Action - Work card 15.

Group 2: Balance-Work card 12.

Group 3: Coordination-Work card 20

D.T: L.A: children will be supported in combining a monster with the text and then put them onto a page for the story book.

M.A: children will be combining the monsters with text and then put them onto a page to create the story book. They will think of the order that they are going to put the book together in.

Music: L.A: will listen to the song. They will be encouraged to join in with the singing at the correct part.

MA: will listen to the song. They will be looking at the words and will join in with the singing when appropriate.

Art: L.A: will be supported in creating a piece of artwork associated with 'Dungeons and Dragons'.

M.A: will use the tools and techniques to create a piece of artwork associated with 'Dungeons and Dragons'.