

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<u>Year 1</u> Supertato Description <u>Year 2</u> Pumpkin Soup Instructions	<u>Year 1</u> Supertato Speech bubbles <u>Year 2</u> Pumpkin Soup Description (meal)	<u>Year 1</u> Supertato Sequencing and Story writing <u>Year 2</u> Toys in Space Diary Entry	<u>Year 1</u> Dogger Sequencing the story Story maps Orally telling the story Story writing <u>Year 2</u> Toys in space Setting description	<u>Year 1</u> Dogger Sequencing the story Story maps Orally telling the story Story writing <u>Year 2</u> Father Christmas Speech/thought bubbles	<u>Year 1</u> One winters night Instructions <u>Year 2</u> Father Christmas Retell	<u>Year 1</u> One winters night Instructions <u>Year 2</u> Poetry (senses poem)
Mathematics	<u>Year 1</u> Addition and subtraction <u>Year 2</u> Addition and subtraction	<u>Year 1</u> Addition and subtraction <u>Year 2</u> Addition and subtraction	<u>Year 1</u> Addition and subtraction <u>Year 2</u> Addition and subtraction	<u>Year 1</u> Addition and subtraction <u>Year 2</u> Shape	<u>Year 1</u> Shape <u>Year 2</u> Shape	<u>Year 1</u> Shape <u>Year 2</u> Shape	<u>Year 1</u> Consolidation <u>Year 2</u> Money
Science	How do we know when it is Autumn?	What is the weather like in Autumn?	What do we celebrate In Autumn?	How do we know when it is winter? What is the weather like in Winter?	How do our clothes change in winter?	What do we celebrate in winter? Why do we have less light in winter?	Assessment
Computing	Online Safety	What is an algorithm? To	Algorithm pictures.	Virtual assistants. To understand that computers and	Step by step. To understand and be able to	Debugging Directions. To know how	

		understand what an algorithm is.	To follow instructions precisely to carry out an action.	devices around us use inputs and outputs.	explain what decomposition is.	to debug an algorithm.	
Geography	Recount the journey through my local area.		What symbols can you see on the map? Symbol matching activities.		What does my local area look like on a map? Create a map.		
History		To be able to identify toys that are old and toys that are new.		To be able to describe how toys are different and how they are the same.		To be able to create a toy museum.	
Art and Design	To identify primary colours and explore how secondary colours can be mixed.	To apply knowledge of colour mixing when painting.	To print with paint.	Exploring colour To experiment with paint mixing to create different shades.	Craft printing To make a print.	Craft printing To make a print.	Learning about Lewis Wain
Design and technology				To design a Christmas card			
P.E.	Net & Wall (coach) Grips (Racket Pack planning) Dance spend time looking at toys, pictures and video, and talk with the children about how different vehicles move.	Net & Wall (coach) Movement (Racket Pack planning) Dance ask the children to practise starting and finishing in the same place. Can they return to their starting point after a set number of counts or at the end	Net & Wall (coach) Backhand serve (Racket Pack planning) Dance To develop children's understanding of composition, ask them to create three different movements that they can then combine in a short	Net & Wall (coach) Underarm (Racket Pack planning) Dance Working in pairs, ask child 1 to teach child 2 their movements and vice versa. Challenge the children to create new dances by giving them instructions	Net & Wall (coach) Overarm (Racket Pack planning) Dance Give the children a range of titles – for example, 'A long train journey through mountains and valleys' or 'A	Net & Wall (coach) festival Dance Perform	Net & Wall (coach) Festival Dance Evaluate and improve

	<p>Encourage them to copy the vehicles' movements (eg quick steps for a sports car; strong, slow movements for a steamroller; twists and turns for a bendy bus). Ask them to imagine they are a tall double-decker bus or a small skateboard. • Play a variety of music and ask the children what sort of vehicle they think each piece would suit. Ask them to try their ideas to the music.</p>	<p>of the music? • Using traffic-light markers or cones, ask the children to practise changing speed and stopping or slowing down in response to red or amber signals. • Ask the children to follow a 'journey' as a particular vehicle. Are they on a motorway? On country lanes? Going round a bend or a roundabout? Going up and down hills? • Suggest the children draw a picture of their journey, using straight lines for a motorway, curved lines for country roads, circles for a roundabout, and so on.</p>	<p>performance. For example, movement A could be a tractor, movement B a fast car, movement C a train. If they need help, prompt them to vary speed, levels and direction. • Call out letters to get the children to change from one movement to another, for example 'A, C, C, B'. You could add new movements once they are familiar with the activity.</p>	<p>such as 'A1, B1, A2, B2'. o ensure the children work at different levels and speeds, challenge them to include a skateboard, a tall crane and a high-speed train in their dance.</p>	<p>motorway journey with big lorries, a sports car and a scooter' – and ask them to create a short movement phrase to reflect the title. Use music to capture their imagination and influence the style and speed of their movements.</p>		
<p>Music</p>	<p>Christmas Songs</p>	<p>How can we make friends when we sing together? Shapes</p>	<p>Christmas Songs</p>	<p>How can we make friends when we sing together? We talk to animals.</p>	<p>Christmas Songs</p>	<p>How can we make friends when we sing together? Assessment checkpoint</p>	<p>Christmas Songs</p>

R.E.	Why are gifts given at Christmas?	Why are gifts given at Christmas? What gifts did the wise men bring?	Why are gifts given at Christmas?	Why are gifts given at Christmas? Why do Christians see Jesus as a gift?	Why are gifts given at Christmas?	Why are gifts given at Christmas? What gifts do we give?	Why are gifts given at Christmas?
PHSE	It's my body I know I can choose what happens to my body	It's my body I can make healthy choices about sleep and exercise	It's my body I can make healthy choices about food and drink.	It's my body I know how to keep my body clean.	It's my body I know what is safe to eat or drink.	It's my body I can choose to keep my mind and body healthy and safe.	