

Topic: Hot and cold places

Term: Autumn

**WOW Moment:**

Animal magic – with Meerkats and other African desert animals



**Additional creative hooks for the children:**

Animal day, dress up, animal picnic, animal disco, face paint.

**Whole class text:**

Meerkat Mail



**Parental Involvement Opportunities:**

Through homework opportunities and twitter

**English**

**Labels**

Label story pictures

Draw and Label the animals.

Labels animals features (linked to science)

**Objectives**

**Labels/Lists Objectives**

To read, compare and discuss the purpose of labels and lists around the classroom.

<p><b><u>List</u></b> List of animals seen.</p> <p><b><u>Captions</u></b> Meerkat mail story captions Captions about our pets</p>	<p><b><u>Caption Objectives</u></b> To discuss pictures or objects (linked to outside area) to be used for creation of captions. To independently write a caption for an object or picture in a complete sentence with a capital letter and full stop. To read, discuss and investigate one word and complete sentence captions. To discuss pictures or objects to be used for creation of captions. To write a caption or a label. To plan, draft, edit and review the full sentence caption.</p>
<p><b><u>Descriptive writing/adjectives</u></b> Describe an animal Write a descriptive sentence about what they have seen during the animal visit</p> <p><b><u>Simple sentences</u></b> Write simple sentences about your favourite animal using capital letters, finger spaces, full stops. All linked to the whole class text, WOW moment and trip</p>	<p><b><u>Simple Sentences/Descriptive Writing Objectives</u></b> To orally formulate complete sentences for captions, modelling first. To compose a sentence orally before writing it. To write a complete sentence caption, first through modelled and then through shared composition. To write simple sentences. To write a sentence correctly. (Capital letter, full stop, finger spaces, makes sense) Use all the writing rules to write good sentences.</p>
<p><b><u>Spellings</u></b> Use common exception words in weekly English lessons. Practise letter formation/handwriting daily. Practise capital letter formation and know the names.</p>	<p><b><u>Spellings (Objectives will be covered in RWI and English Lessons)</u></b> To spell words containing each of the 40+ phonemes already taught To spell common exception words spell the days of the week To name the letters of the alphabet in order To use letter names to distinguish between alternative spellings of the same sound (Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.) To read back words they have spelt To segment spoken words into individual phonemes and represent the phonemes by the appropriate grapheme(s).</p>

(It is important to recognise that phoneme-grapheme correspondences which underpin spelling are more variable than grapheme-phoneme correspondences which underpin reading. For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

To continue to practise word-specific rehearsal for spelling

To spell some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds To write simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling

**Reading (Objectives will be covered in RWI, Reading and English Lessons)**

To listen and respond appropriately to adults and their peers To ask relevant questions to extend their understanding and knowledge

To maintain attention and participate actively in collaborative

conversations, staying on topic and initiating and responding to comments To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

To recognise and join in with predictable phrases

To discuss word meanings, linking new meanings to those already known

To draw on what they already know or on background information and vocabulary provided by the teacher

To discuss the significance of the title and events

To participate in discussion about what is read to them, taking turns and listening to what others say

To listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently

To develop vocabulary when listening to books which are read aloud and discuss what they have heard.

To use new vocabulary and use it in own writing

To apply phonic knowledge and skills as the route to decode words  
To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  
To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  
To revise and consolidate the GPCs and the common exception words taught in Reception.  
To read words comprising the year 1 GPCs accurately and speedily,

**Handwriting**

To sit correctly at a table, holding a pencil comfortably and correctly  
To begin to form lower-case letters in the correct direction, starting and finishing in the right place  
To form capital letters  
To form digits 0-9

**Composition**

Write sentences by:  
To say out loud what they are going to write about  
To compose a sentence orally before writing it  
To sequence sentences to form short narratives  
To re-read what they have written to check that it makes sense  
To discuss what they have written with the teacher or other pupils  
To read aloud their writing clearly enough to be heard by their peers and the teacher

**Vocab, grammar, punctuation**

To leave spaces between words  
To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

### Reading

Meerkat Mail by Emily Gravett.

### Word Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences

	<ul style="list-style-type: none"> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:           <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<p><b><i>Mathematics - Stand alone</i></b></p> <p>Number: Place value to 10 and 20</p>	<p><b><i>Number Place Value Objectives</i></b></p> <p>To count to ten, forwards and backwards beginning with 0 or 1, or from any given number.</p> <p>To count to twenty, forwards and backwards beginning with 0 or 1, or from any given number.</p> <p>To count, read and write numbers to 20 in numerals and words.</p> <p>To identify one more and one less in a given number.</p> <p>To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>

<p>Number: Addition and Subtraction</p> <p>Geometry: Shape</p>	<p>To represent and use number bonds and related subtraction facts within 10</p> <p>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>To add and subtract one digit numbers to 10 including zero.</p> <p>To solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>To recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>To recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>
<p><b><u>Science</u></b></p> <p>Animals including humans</p> <p>Sort/classify animals (herbivores, carnivores/omnivores)</p> <p>Seasonal change – What happens to the weather over the season?</p> <p>What happens to the environment over the season?</p> <p>What do we know about animal features. (Classification webbed feet, beak etc.)</p> <p>What do we know about humans? (labelling)</p>	<p><b><u>Objectives</u></b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>

<p><b><u>Art</u></b></p> <p><b><i>Artist (Robert Bateman/sketching)</i></b></p> <p>Using different marks to draw landscapes.</p> <p>Create a hot or cold setting image using Colour mixing.</p>	<p><b><u>Objectives</u></b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b><u>Skills</u></b></p> <p>Uses line and tone to represent things seen, remembered or observed</p> <p>Explores mark making using thick brushes, foam and sponge brushes.</p>
<p><b><u>DT</u></b></p> <p>Design and make a hat for the Christmas performance</p>	<p><b><u>Objectives</u></b></p> <p>Make: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Design: To generate, develop, model and communicate their ideas through Design: talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b><u>Skills</u></b></p> <p>Fold, tear and cut paper or card.</p> <p>Investigate strengthening sheet materials.</p> <p>Roll paper to create tubes.</p> <p>Demonstrate a range of joining techniques such as gluing or taping.</p> <p>Measure and mark out lines.</p> <p>Explain what they are making and which materials they are using.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Use pictures and words to convey what they want to make.</p> <p>Make products, using a range of tools to cut, shape, join and finish.</p> <p>Say what they like and don't like about their product and explain why.</p> <p>Talk about how closely their finished product meets their design criteria.</p>

<p><b><u>Geography</u></b></p> <p>Observe the weather and record the changes Keep a daily weather diary Learn and find out about the weather in other parts of the world. North Pole and the African desert. Look at the physical differences of the North Pole, African desert and UK.</p>	<p><b><u>Objectives</u></b></p> <p>Human and physical geography: To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Human and physical geography: To use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b><u>Skills</u></b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Ask questions Play games with globes &amp; maps Draw my own simple picture maps, plans with labels of places I know, or imaginary places/ stories May use my own symbols Use world maps, atlases and globes to identify UK &amp; its countries Use secondary sources – pictures, photos, stories, films to find out about a place. Tell you what a place is like in simple terms. Use observational skills to respond and ask questions.</p>
<p><b><u>History</u></b></p> <p>N/A</p>	
<p><b><u>Music</u></b></p> <p>Make environmental sounds/ animals sounds using a variety of instruments, body parts, other resources/objects  Christmas performance – (Stand alone)</p>	<p><b><u>Objectives</u></b></p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b><u>Skills</u></b></p> <p>To find their singing voice and use their voices confidently</p>

	<p>Sing a melody accurately at their own pitch      Sing with a sense of awareness of pulse and control rhythm      Recognise phrase lengths and know when to breathe      Sing songs expressively      Follow pitch movements with their hands and use high, low and middle voices      Begin to sing with control pitch (following a melody)      Sing with an awareness of other performers</p>
<p><b><u>Computing</u></b>  E-Safety   Create a fact file for all of the animals looked at</p>	<p><b><u>Objectives</u></b>  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies   To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b><u>Skills</u></b>  Keep my password private  Tell you what personal information is  Tell an adult when I see something unexpected or worrying online  Talk about why it's important to be kind and polite  Recognise an age appropriate website  Agree and follow sensible e-Safety rules.  Be creative with different technology tools  Use technology to create and present my ideas  Use the keyboard or a word bank on my device to enter text  Save information in a special place and retrieve it again</p>

<p><b><u>PE: - Stand alone</u></b></p> <p>Games</p>	<p><b><u>Objectives</u></b></p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>
<p><b><u>R.E.- Stand alone follow Come and See programme</u></b></p>	
<p>Families</p> <p>Belonging</p> <p>Waiting</p> <p>Judaism</p>	
<p><b><u>P4C</u></b></p> <p>Would you rather live in the North Pole or live in the desert?</p>	
<p><b><u>End of topic celebration</u></b></p> <p>Christmas play performance</p>	