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|  | AUTUMN | | |
| Key texts/ authors | Little Red Riding Hood  T4W text  Persuasive Letter | The Three Little Pigs (journey)  How to catch a wolf | |
| Fiction / Non Fic | Fiction | Non-Fiction | |
| Text Type | Narrative | Instructions | |
| Context | Little Red Riding Hood | How to catch a wolf (The Three Little Pigs) | |
| Fiction / Non Fic | Non-Fiction |  | |
| Text Type | Le |  | |
| Context | Resolution in response to a Problem. |  | |
| Science Focus | | |
| All Year | Seasonal changes | |
| Topic(s) | Animals | | |
| Knowledge Coverage | identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets)  identify and name a variety of common animals that are carnivores, herbivores and omnivores  **Sc2** Explore using senses and record findings in simple ways  **Sc5** Identify and classify based on simple criteria  **Sc4** Make simple comparisons through observation | | |
| Working Scientifically | Classifying and grouping  Research using secondary sources | | |

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|  | AUTUMN |
| Foundation Curriculum Overview – Links to National Curriculum | |
| History | **Florence Nightingale –** lives of significant individuals.  **Hi1** Use different sources of information to find out about the past  **Hi2** Find out about the lives of significant people and events from the past and present  **Hi3** Using episodes from stories about the past, identify the difference between past and present  **Hi4** Place events in chronological order  **Hi5** Use common words and phrases related to the passing of time  **Hi6** Make a personal link to the past by exploring artefacts and images |
| Geography | **Seasons** - Identify seasonal and daily weather patterns in the UK  **Outdoor learning -** Use simple fieldwork & observational skills to study the geography of the school and its grounds.  **Ge1** Explore and discover the interesting features of the local environment  **Ge2** Explore and discover where different foods come from  **Ge3** Recognise and observe main human and physical features  **Ge4** Recognise different types of weather and climate  **Ge5** Express their own views about features of the environment  **Ge6** Communicate in different ways using simple geographical information and vocabulary  **Ge7** Use simple field work skills  **Ge8** Use globes, maps and plans  **Ge9** Make simple plans |
| Art and Design | **Sculpture - ANDY GOLDSWORTHY** – learn about the work of a range of artists, make links to own work, describe differences and similarities between different practices and disciplines.  **Temporary Outdoor Sculpture** - To use sculpture to develop and share their ideas, experiences and imagination.  **Art influenced by natural shapes and colours -** To use a range of materials to design and make products. To develop a wide range of art and design techniques in  Using colour, shape, pattern, texture, form.  **Ar1** **Drawing** Explore the use of line, shape and colour  **Ar2 Painting** Explore a variety of tools and techniques including the use of different brush sizes and types  **Ar3 Printing** Make marks in print with a variety of objects, including natural and made objects  **Ar4 Textiles/Collage** Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.  **Ar5 3D-Form** Explore sculpture with a range of malleable media e.g. clay  **Ar6** Recognise pattern in the environment  **Ar7** Respond to ideas  **Ar8** Make changes to their own work  **Ar9** **Drawing** Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media  **Ar10 Painting** Use different brush sizes and types  **Ar11 Printing** Build a repeating pattern  **Ar12 Textiles/Collage** Use a variety of techniques e.g. weaving, fabric crayons, sewing  **Ar13 3D-Form** Manipulate clay in a variety of ways e.g. rolling, kneading and shaping |
| Design and Technology | **Gingerbread Houses** – design, make, evaluate.  **Dt1** Explore the sensory qualities of materials  **Dt2** Explore ways to construct models  **Dt3** Identify a target group for what they intend to design and make  **Dt4** Recognise how structures can be made stronger, stiffer and more stable  **Dt5** Generate and talk about their own ideas  **Dt6** Follow safe procedures  **Dt7** Take account of simple properties of materials when deciding how to cut, shape, combine and join them  **Dt8** Use tools and materials with help |
| Computing | **E-Safety**  **I am kind and responsible**  **Muti media- Describing my toys**  **TIOL**  **Discovering my technology**  **Handling data- Counting my information**  Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs  Explore digital resources by using hyperlinks and simple menus  Use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations  Collect, sort, record and represent information to inform investigations and designs  Draw conclusions from data collected |
| Music | Autumn 1- **Hey you!**  **Find the pules**  **Clapping rhythms**  **Pitch**  **Singing**  **Perform and share**  **Autumn 2- Rhythm in the way you walk- Banana rap**  **Find the pulse**  **Clapping rhythms**  **Pitch**  **Singing**  **Perform and share**  **Playing instruments**  **Improvise/Compose.** |
| Drama | **Dr1** Use role play to explore and engage with characters, situations and events from known stories  **Dr2** Reflect on the situation or character both in and out of role  **Dr3** Respond to other characters in role  **Dr4** Watch a performance and say why they like / dislike it  **Dr5** Use different voices in acting  **Dr6** Pretend to be a character, demonstrating emotion through actions and language  **Dr7** Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends  **Dr8** Demonstrate their knowledge of the key differences between a play and a story |
| RE | * 1. – What do Christians believe God is like?   2. Why does Christmas matter to Christians? How and why do we celebrate special times? |
| PSHE | Families and Relationships |
| MFL (Spanish) | Key vocabulary |
| Phonics | Phase 4  Phase 5 |