



**Autumn 2 2016, Class; Foxes, Rabbits and Frogs;**  
**'Why do we play with different toys as we grow older?'**

| Topic Activities  | Week 1<br>31 <sup>st</sup> October   | Week 2<br>7 <sup>th</sup> November  | Week 3<br>14 <sup>th</sup> November   | Week 4<br>21 <sup>st</sup> November   | Week 5<br>28 <sup>th</sup> November  | Week 6<br>5 <sup>th</sup> December   | Week 7<br>12 <sup>th</sup> December   |
|---|--|---|---|---|--|--|---|
| <b>Mathematical Understanding</b>   | <b>Numeracy Loop 1</b><br>Geometry – properties of shape   | <b>Numeracy Loop 1</b><br>Geometry – properties of shape<br>Position and direction                                      | <b>Numeracy Loop 2</b><br>Number place value  | <b>Numeracy Loop 2</b><br>Number and place value  | <b>Numeracy Loop 3</b><br>Addition and subtraction   | <b>Numeracy Loop 3</b><br>Measurement  | <b>Numeracy Loop 3</b><br>Statistics  |
| <b>Understanding English, communication &amp; languages – English, Sp&amp;L, reading, writing</b> | <b>Character Descriptions:</b><br>Aardman animation stimulus   | <b>Character Descriptions:</b> modern animated toys / own choice  | <b>Instruction writing:</b><br>How to play a 'game'   | <b>Instruction writing:</b><br>How to play a different 'game'                                       | Poetry: Truging through the snow<br>A first poetry book<br>Pie Corbett   | Poetry: The Stickman   | Letter Writing: Santa Claus – present lists   |
|   | Daily: Handwriting, Spellings,   | Daily: Handwriting, Spellings,  | Daily: Handwriting, Spellings,  | Daily: Handwriting, Spellings,  | Daily: Handwriting, Spellings,   | Daily: Handwriting, Spellings,   | Daily: Handwriting, Spellings,  |
| <b>History</b>  | Make a zig-zag timeline – When I was a baby, one week old...<br><br>Share photographs – share personal memories:   | Preparation for interviewing a visitor – how to find out about the past   | Prepare questions<br><br>Practise asking interview questions – role-play- reflection what went well/needs improvement | DD visit – ASK interview questions and recoew interview<br><br>Locate time period on class timeline | Watch Magic Grandad – toys in the past<br><br>Place significant date onto class timeline – tv invented/1969 first man on the moon! | Collection of toys – sort into time order<br><br>INTRO – venn diagram classification | Significant individuals:<br>Mr.Lego<br>Ole Kirk Christiansen<br>Nick Parkes – Aardman Animation |
| <b>Understanding Physical development, health and wellbeing – PE,</b>                             | Focusing on games with PE coach<br><br>Playground Games<br><br>Roll the ball accurately at a target.               | Focusing on games with PE coach<br><br>Roll the ball accurately into a target using control and accuracy.               | Focusing on games with PE coach<br><br>Throw accurately using an underarm throw.                                      | Focusing on games with PE coach<br><br>Aim and throw accurately using an underarm throw.            | Focusing on games with PE coach<br><br>Catch using the correct technique   | Focusing on games with PE coach<br><br>Further develop throwing and catching skills. | Focusing on games with PE coach<br><br>Apply catching and throwing skills in a game situation   |
| <b>Scientific and technological understanding &amp; Sex Education</b>                             | When I was a baby – history link   | Investigation: using the senses   |   | Sex Education:<br><br>Y1: Name body parts and their purpose<br><br>Y2:Life-cycles                   |  | Comparing similarities and differences   | Keeping healthy – 5-day and exercise  |
| <b>RE</b><br>How do we celebrate our journey through life?  | Reflect on the ideas of what happens when people die and learn about the Christian belief in life after death.     | Identify new learning about religious celebrations, including blessings of life and their own reflections on blessings. | The Christmas Story<br><br>Christmas play rehearsals  |   |  |  |   |
| <b>Computing</b><br>We are celebrating (Switched on   | Researching cards – represent diferent faiths.<br><br>Create a timeline of when they might receive a greeting card | Practising with a keyboard<br><br>Strategies for finding keys   | Working with text: creating a greetings card  | Adding images to a greeting card  | Evaluating their cards – editing to make relevant to their audience  |  | Whole class share & review<br><br>Print the cards   |

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| Computing)                           |  |  |   |   |   |  |   |
| <b>Spanish</b>                       |  | Spanish numbers  |   |   |   | Colours  |   |
| <b>PSHE</b><br>Core value skills     | Developing independence and responsibility<br>I can dress and undress myself | Developing independence and responsibility<br>I can decide when I need to wash and keep my body hygienic | Developing independence and responsibility<br>I can make simple decisions about who has access to my body | Developing independence and responsibility<br>I can ask and answer simple questions to help me understand | Developing independence and responsibility<br>I can identify ways of making unfair situation fairer | Developing independence and responsibility<br>I can take responsibility for simple jobs in the classroom | Developing independence and responsibility<br>I can offer simple reason about why something is right or wrong |
| <b>Special Events &amp; Visitors</b> | TOY DAY – bring in your favourite toy  |  |   | Visitor sharing memories about toys in the past (DD)  |   |  | Blaise Castle – Toy Museum  |