

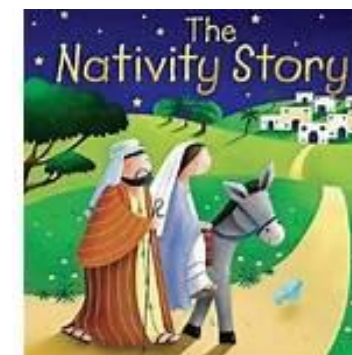
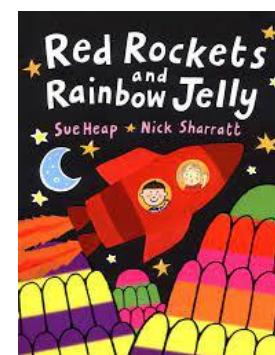
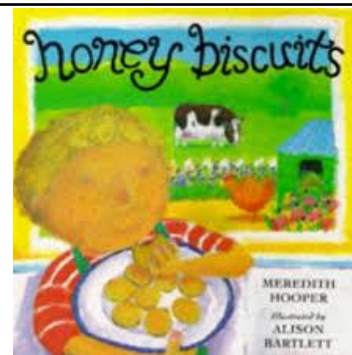
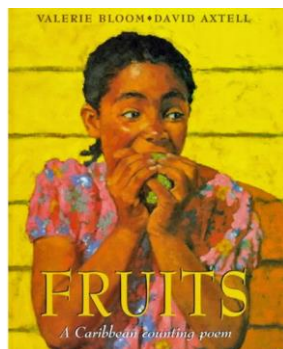


YEAR R / AUTUMN 2

Food Origins and Shopping

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<ul style="list-style-type: none"> ✓ Engage in learning directed by adults for longer periods of time ✓ Begin to stay on task during adult directed activities ✓ Apply and show the skills and knowledge I have learnt during my choose time
POSSIBILITIES AND RISKS	<ul style="list-style-type: none"> ✓ Be willing to give new or different things a go ✓ Ask for support when we need help ✓ Ask questions to find out more in a range of contexts

LEARNING TO LEARN	<ul style="list-style-type: none"> ✓ Use different parts of the classroom for different things and venture into new areas ✓ Find ways to tackle day to day problem independently using resources available ✓ Begin to talk about how we could change something or how we could do something differently and attempt to make these changes.
SOCIAL INTELLIGENCE	<ul style="list-style-type: none"> ✓ Learn to talk about our emotions and explain why we feel this way ✓ Begin to suggest ideas for how we can manage our emotions ✓ Ensure we apologise when we get things wrong. ✓ Work well with others and begin to find compromises with our friends

THE PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Opportunities to develop the prime areas of learning run throughout the curriculum via an enabling environment in adult led, child initiated and outside learning as well as through all other times of the day such as social time, following routines and carpet time etc. They will be taught with individual focus on a cohort/individual needs basis. DIRECT LEARNING WILL TAKE PLACE VIA:

- ✓ No Outsiders – Red Rockets and Rainbow Jelly by Nick Sherratt – it’s ok to like different things from one another.
- ✓ Anti Bullying Week – Focus on what makes a good friend, how we can make others smile, and how to fix things when we don’t!
- ✓ Children in Need Day – Understanding the needs of others are different to our own
- ✓ Parliament Week – understanding everybody has a voice
- ✓ The act of giving – linked to our work on The Nativity
- ✓ Visit from the PCSO for Bonfire Safety



LITERACY	COMPREHENSION	<ul style="list-style-type: none"> ✓ Listen to stories and talk about them ✓ Discuss new words and vocabulary and find out what they mean ✓ Understand the different features of books such as 'title' 'author' and 'illustrator'
	WORD READING	<ul style="list-style-type: none"> ✓ Continue to read graphemes at speed. ✓ Continue to blend to read simple VC and CVC words ✓ Begin to recognise that 2 letters, or 3 letters can make 1 sound (digraphs and trigraphs) ✓ Begin to spot digraphs and trigraphs in words and read them in whole words ✓ Begin to read short phrases and sentences by sounding out
	WRITING	<ul style="list-style-type: none"> ✓ Continue to form lower case letters accurately ✓ Give meaning to the marks we make ✓ Continue to segment and write simple VC and CVC words with increased independence ✓ To apply known digraphs and digraphs to attempt more complex words ✓ To write simple lists by writing words in way which match our spoken sounds.

MATHEMATICS	NUMBER	<ul style="list-style-type: none"> ✓ Explore the number 4 so that we can compose, represent and know one more and one less ✓ Explore the number 5 so that we can compose, represent and know one more and one less ✓ To continue to count accurately and represent a number with the correct number of items
	NUMERICAL PATTERN	<ul style="list-style-type: none"> ✓ To recognise, continue and create ABAB repeating patterns ✓ To recognise, continue and create complex repeating patterns using different media than that modelled by the teacher
	MEASURE, SPACE AND SPATIAL THINKING	<ul style="list-style-type: none"> ✓ Develop spatial awareness by following positional language clues ✓ Apply spatial awareness by describing and directing using positional language clues ✓ Explore shapes with 4 sides so that we can recognise, name and describe them ✓ Measure and compare periods of time in simple ways



PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> ✓ To move around safely in space ✓ To follow instructions and stop safely ✓ To stop safely and develop control when using equipment ✓ To follow instructions and play safely as a group ✓ To follow a path and take turns ✓ To work co-operatively with a partner ✓ To develop balancing ✓ To develop running and stopping ✓ To develop changing direction ✓ To develop jumping ✓ To develop hopping ✓ To explore different ways to travel using equipment
MUSIC	<ul style="list-style-type: none"> ✓ Respond to, and demonstrate fast and slow movement to music (Tempo) ✓ Recognise longer and shorter sounds (Rhythm) ✓ Show the underlying beat of simple, familiar songs ✓ Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip (Metre) ✓ Join in with class, performing new and known material

UNDERSTANDING THE WORLD	<p>PEOPLE CULTURE AND COMMUNITIES</p> <ul style="list-style-type: none"> ✓ Draw information from what they can see on a map ✓ Explain and describe similarities and differences between the Caribbean and the United Kingdom looking at food, weather and ways of life. ✓ Talk about the difference between materials and observe changes can take place during experiments ✓ Learn the story of the Nativity and understand why this is such an important story to Christians.
EXPRESSIVE ART AND DESIGN	<ul style="list-style-type: none"> ✓ Mold and shape malleable materials to create a simple representation of different objects. ✓ Replicate art works using the 'Paint' program on a computer ✓ Use thick and thin paintbrushes for effect. ✓ Make choices and decisions about ways to join and construct a shopping bag ✓ Explain processes and decisions and identify ways to improve design work.