	1 st - 4 th Sept 2020 Goldilocks and the three bears PSHE – Glad monster Sad monster	7 th – 11 th Sept 2020 Goldilocks and the three bears. PSHE – Glad monster, sad monster (Narrative)	14 th – 18 th Sept 2020 Goldilocks and the three bears. PSHE – Glad monster, sad monster (Diary entries)	21st – 25th Sept 2020 Goldilocks and the three bears. PSHE – Glad monster, sad monster (Diary entries)	28 th – 2 nd Oct 2020 Letter writing Goldilocks and the three bears. PSHE – The Memory Tree	5 th – 9 TH Oct 2020 Goldilocks and the three bears PSHE – The Memory Tree (Descriptions)	12 th – 16 th Oct 2020 PSHE - The Memory Tree	19 th — 23 rd Oct 2020 PSHE - The Memory Tree
Phonics Song of Sounds	Song of Sounds – Stage 2 Tricky words: I, the, he, she, we, be and me. (link to English) Recap stage 1 sounds. Assess children on Stage 1 sounds to see which sounds they know. SPAG: Basic punctuation (CL, full stop, question mark)	Song of Sounds – Stage 2 ay, ai and a-e Recap Stage 1 sounds SPAG: Continue with basic punctuation MA: think about using subordinates.	Song of Sounds – Stage 2 ee, ea and e-e Recap stage 1 sounds SPAG: Continue with basic punctuation MA: think about using subordinates.	Song of Sounds – Stage 2 – igh, ie And i-e Recap stage 1 sounds SPAG: Using Capital letters for names. Yr2 MA: Recap suffixes from last year (es, er, est, ed, ing)	Song of Sounds Stage 2 - ow, oa, o-e Recap stage 1 sounds SPAG: Using basic punctuation Yr2: sorting tenses out.	Song of Sounds stage 2: oo, ew and u-e Recap stage 1 sounds SPAG: creating sentences using punctuation. Yr2: Sentences using the right tense.	Song of Sounds stage 2: Tricky words: said, come, some, have, any, many Recap previous tricky words: I the, he, she, we, be and me. SPAG: Linked to spelling tricky words in sentences, using what we have looked at so far.	Song of Sounds stage 2: ASSESMENT
Maths	Place Value	Place Value	Place Value	Place Value	Addition and subtraction	Addition and subtraction	Addition and Subtraction	Addition and Subtraction

English								Compare one toy
211811311	Incorporate tricky words: I,	Create a story map of	Draw pictures to	Write a sequence of	Letter writing	Descriptions	Goldilocks returns	from the past with
	the, he, she, we, be and me in	Goldilocks and the three bears.	show their own daily activities,	connected events, in				its modern equivalent. Write
	sentences linked to	Retell the story in their own	perhaps using a	an appropriate order	Explain that you are	Explain that the bears	Goldilocks tries to make	describing words on sticky notes or
	Goldilocks:	words.	storyboard format with speech and	and, in some cases,	Goldilocks and you	want to find	things right, discuss how	whiteboards to describe what they
			thought bubbles to indicate what that	linked to their own	would like to write a	Goldilocks but we	Goldilocks should make	can see and touch.
	The big bear was upset.		they might say or think during the	experience.	letter to the bears.	need to explain what	up for what she had done	Note
	I think Goldilocks will eat the		activities. Model some		Discuss what you	she looked like.	at the bears house.	Encourage the children to work in
	porridge.		examples of speech bubble	Sequence sentences to	would include in the	Show them a picture		pairs, reporting their findings to the
			writing. Ask the children to try and	form short narratives.	letter.	of Goldilocks and		class. See who has collected some
	Show the images of the		remember some of the things they or	Listen to a familiar story		think of adjectives to	If you were in Goldilocks'	really good describing words!
	characters and where the		others might say	such as Goldilocks and		describe her.	shoes what would you do	Make labels for
	story is set, encourage them to		during those different daily	the Three Bears or Jack	Look at different		to make up for what she	artefacts in the 'Class museum',
	write about them.		activities. For example, every	and the Beanstalk.	letters and identify	Create a description	had done.	explaining what their toy is, what it
			morning Mum says, 'Hurry up and	Choose one story and	the features.	for Goldilocks.		is made from and how it was played
			get dressed!' At bedtime Dad says,	imagine they are one of				with.
			'Night, night, sleep tight!	the characters. Write a				Note
			Children could make	diary entry from their				The children could take turns to be a
			a collage-style cover to personalise their	character's point of				museum curator, matching the labels
			diary. They can write their diaries day-by-	view about the events				to the correct objects and setting
			day throughout the project, adding	of the day. Refer back				them out each day. Stress the
			photographs and illustrations where	to the story to				importance of writing their labels
			appropriate.	sequence the events				in their best handwriting so that
				correctly.				they can be read clearly by visitors.
				Model some examples of				
				how different characters				
				might view the same				
				event. Remind children to				
				use the past tense in their				
				diaries.				

Guided Reading	Goldilocks and the three bears Make predictions. Talk about what characters you might find in the story. Where the story night be set? What might happen? Look at the front cover and think about what words you could use to describe the bears. Discuss what the bears had for breakfast? Discuss what they have.	Act out parts of the story and think about what each character would say. Read the sentences and place them in the right order. Read The character descriptions and match them to the right character.	Explain different ways that family and friends should care for one another. Know that family and friends should care for each other. Know that family and friends should care for each other. Think about the things that a baby or toddler needs from its parents or carers to be happy and healthy. Make a list of essentials that a parent or carer must provide to keep their baby happy and healthy. Read the stories Bunny My Honey by Anita Jeram and Owl Babies by Martin Waddell. Children's lists should include practical things like food and shelter but also less tangible things such as love and cuddles!	Jack and the Beanstalk Predictions about the story. Who might be in the story? Once read some of the story, summarise what has been read. What will happen to the cow?	Jack and the Beanstalk Reading comprehension questions linked to what has been read so far. Summarise, discuss any questions that come up through discussions.	Jack and the Beanstalk sequencing events from the story.	Jack and the Beanstalk Favourite part of the story and why? Could we change parts of the story if so what could we change?	
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Science	<u>Materials</u>	<u>Materials</u>	<u>Materials</u>	Materials	Animals	<u>Animals</u>	<u>Animals</u>	<u>Animals</u>
	Year 1	Year 1	17101511015			7.11.111015	7	7.11111010
	Talk about their findings and							
	explain what they have found	Draw and label basic parts						
	out.	of the human body,						
		including those related to						
	Use their observations and	the senses.						
	ideas to suggest answers. Talk about the physical and	Identify, name, draw and						
	developmental differences	label the basic parts of the						
	between babies, toddlers,	human body and say which						
	children and adults. Use sticky	part of the body is						
	notes to make charts with four	associated with each sense.						
	sections 'Babies can',							
	'Toddlers can', 'Children	Explore their own senses by						
	can' and 'Adults can	touching, smelling, listening						
	Tell constitution of the	to and tasting things that						
	Talk sensitively about the	babies use such as baby						
	human body and how a person changes as they grow from a	toiletries, clothes, baby						
	baby to an elderly person. The	foods, toys and feeding utensils. Describe what they						
	children can compare	think of the baby items,						
	themselves to babies, toddlers	what the different items are						
	and adults in terms of how	for and what the foods taste						
	they eat, sleep, move and play.	like (spicy, sweet or bland).						
	Project images of a baby,	Explain how the items differ						
	toddler, child and adult onto	from the ones they have						
	the IWB to use as a reference.	today.						
		Children sould propers						
		Children could prepare						
		questions to ask a visiting						
		4						
		parent and baby, a nurse or						
		a midwife to find out what						
		senses newborns have and						
		how these develop over						
		now these develop over						
		time. During the first weeks						
		of life a newborn baby may						
		seem to do very little, but in						
		fact all their senses are						
		ract an trien senses are						
		functioning and developing,						
		0						
		taking in the sights, sounds						
		and smells of their new						
		world						
		world.						

Forest	Den building: Work together to create a	Create stick characters:	Aim. To encourage narrative	Stick mobiles	Creating homes for	What is in your	Memory game	Hidden letter in
schools	den.	Find a stick and provide a potato peeler to whittle the bark off a stick, and then use felt	construction and storytelling. In Brief. Children are told a story about nasty trolls. Children use sticks,		animals.	circle?		the Nature Garden
		tip pens to decorate it. Stick a feather to the end, and it becomes a magic wand, or wrap it in strips of white paper and add googly eyes to make a miniature mummy: perfect for Egyptian projects. Whittling helps handeye coordination, and decorating the whittled sticks promotes	children use sticks, wool, tiny pebbles and clay to make trolls. Children work together to make a maze to stop the trolls from escaping.	PRINTI DE PORT				
		creativity and imagination.						

PSHE	Glad Monster, Sad Monster	Glad Monster, Sad Monster	Glad Monster, Sad	The Memory Tree				
	by Ed Amberley and Anne	by Ed Amberley and Anne	Monster by Ed	Share the story with the	The Memory Tree	The Memory Tree	The Memory Tree	The Memory Tree
	Miranda linked to feelings	Miranda linked to feelings	Amberley and Anne Miranda linked to	class.				
	and emotions:	and emotions: Carry on from previous	feelings and	Make sure children understand that the fox	In groups give pupils	Ask the questions,	Create a speical memory box	Write poems about
	Start by discussing what	lesson talking about feelings.	emotions:	has died, explore the other	in groups give pupils	Ask the questions,	Create a speical memory box	write poems about
	feelings and emotions do they		Create their own	animals' feelings when	pictures and / or text	"when they	by decorating a box, packet	Fox, decorate
	know and what are feelings	Ask how everyone is feeling	paper plate feeling	they sat in silence for a				
	and emotions? Record these. Share the story with the class	today and do they know why they are feeling that way?	monster.	very long time.	from the book referring	remembering Fox, do	or tb then filling it with	stones or pebbles,
	and talk at different stages	they are reening that way!	This can also be used	Discuss emotions of grief –	to the animals	the animals still feel	speical pictures, messages	collect items which
	about what feelings and	Recap the feelings from the	as a listen activity:	sad, angry, shocked, lonely	to the animals	are arminais sam reer	special piecures, messages	concecticing which
	emotions are happening and	story, re-read the story to	Give your monster	(refer to examples of	remembering fox.	grief?" "How do	and items to remember Fox.	might mean
	why they think they are	the class.	arms.	similar feelings which the				
	happening. Draw their favourite monster	Think about other feelings	Give your monster	children can relate to – lost or broken possession,	Character at the He	memories of Fox help	Don the section the	something to Fox,
	From the story and explain	such as: scared, angry. Shy	(number)	speical person going away)	Choose one animal's	the animals?"	Draw pictures based on the	write a letter to Fox
	what their monster is feeling	etc.	(coloured) legs.	when you are sad, where	memory of Fox and		animals' special memories of	
	and why.			do you feel it in your	, , , , , , , , , , , , , , , , , , , ,			from one of his
	NAA Omno dee ee theele	What makes them scared,	Give your monster	body?	draw a picture of it.		Fox, paint pictures of Fox,	animal friends.
	MA: Once drawn their monster discuss what makes	angry or shy? What could you do to overcome these	(eyes). Give your monster	Estancia De el el			collect leaves or grasses to	animai menus.
	them happy, sad etc	feelings?	(describe) hair.	Extension: Develop the emotional language of	Extension: Complete the table to show the	Encourage discussions	collect leaves or grasses to	
		J	, ,	grief (frustration, anxiety,	animals' memories of	Encourage discussions	remember the fun Fox had	
		Use mirrors and look at		feelings of helpless/numb	Fox, a feeling this relates	about how memories		
		facial expressions or go		etc). Use the vocabulary	to and create a simple		with his friends.	
		round the group and allow each child to make a facial		sheet to support this.	symbol to represent it	make us feel -thinking		
		expression and the class		Where in your body do you feel these emotions?	(e.g. owl – leaf shape).	back to a happy, fun or		
		have to work out which		draw outline of body and		back to a nappy, full of		
		feeling they are		label.		exciting time;		
		demonstrating.						
						remembering		
						someone's kindness /		
						love; understanding that		
						memories can be kept		
						forever but not		
						recreated.		
						Extension: Develop the		
						<u> </u>		
						understanding that		
						mamaria C		
						memories are a way for		
						the animals to maintain		
						their relationship with		
						fox. What do we know		
						.o. white do we know		
						about Fox?		

R.E.	God (Core): What do	God (Core): What do	God (Core):	God (Core): What do	God (Core): What	God (Core): What	God (Core): What do	God (Core):
	Christians believe God	Christians believe God	What do	Christians believe	do Christians	do Christians	Christians believe God	What do
	is like?	is like?	Christians	God is like?	believe God is like?	believe God is like?	is like?	Christians
			believe God is					believe God is
			like?					like?

PSHE	Take part in group	Describe things that make	Take part in group	 	
	play or	them feel happy and	play or		
	conversations,	things that make them	conversations,		
	recognising what	feel sad.	recognising what		
	they like/dislike.		they like/dislike.		
		Recognise, name and deal	they like/dislike.		
	Share their	with their feelings in a	Listen to other		
	opinions on things	positive way.			
	that matter to	Think about a person or	people, and play and		
	them and explain	family pet that is no longer	work co-operatively.		
	their views.	alive. Share a photograph of them, explaining who	Play memory games		
	Look at a range of	they are and family	such as 'Kim's game'.		
	birthday items, such	memories of them. Talk to	Talk about how they		
	as a party hat,	their parents about	try to remember all		
	candles, cards, cake	memories of their older	the things on the tray.		
	and a wrapped	relatives and any funny or			
	present, and guess	happy stories about them.	'Kim's game' is a		
	the occasion with		classic game for		
	which these items	This activity carries	developing memory		
	are associated. Talk	obvious sensitivities of	skills. Provide a range		
	about why birthdays are celebrated and	which you must be	of everyday items on		
	how they feel when	aware. However,	a tray, ask children to		
	it is their special day.	keeping the discussions	close their eyes and		
	Describe a memory	positive and focused on	remove one item at a		
	from a previous	happy memories will			
	birthday, recalling		time. After each item		
	the presents they	help children	is removed, ask the		
	received, whether	understand that we	children to look		
	they had a party and	keep people in our	carefully to spot what		
	what made it special.	memories and don't	has been taken away.		
		forget them.	Can they remember		
	You may have		what was there and		
	children within your		what has been		
	class who are from		removed? Repeat		
	different		until there are only		
	backgrounds and		two things left on the		
	might therefore take		tray.		
	part in different				
	religious or cultural celebration. If so,				
	allow time for them				
	to share their				
	experiences.				
	experiences.				

Half Termly Planning Objectives KS1 (SM)

P.E.	NUFC							

This planning may change due to the children's interests, learning needs and creative partnership workshops.