

Memory Box Autumn 1 2020

Half Termly Planning Objectives KS1 (SM)

	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)	21 st – 25 th 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: ASSESSMENT
Maths	Place Value	Place Value	Place Value	Place Value	Addition and subtraction	Addition and subtraction	Addition and Subtraction	Addition and Subtraction

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<p>Guided Reading</p>	<p><u>Goldilocks and the three bears</u></p> <p>Make predictions.</p> <p>Talk about what characters you might find in the story. Where the story might be set?</p> <p>What might happen?</p> <p>Look at the front cover and think about what words you could use to describe the bears.</p> <p>Discuss what the bears had for breakfast? Discuss what breakfast is and what they have.</p>	<p><u>Goldilocks and the three bears</u></p> <p>Act out parts of the story and think about what each character would say.</p> <p>Read the sentences and place them in the right order.</p> <p>Read The character descriptions and match them to the right character.</p>	<p>LINKED TO PSHE Explain different ways that family and friends should care for one another.</p> <p>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.</p> <p>Read the stories <i>Bunny My Honey</i> by Anita Jeram and <i>Owl Babies</i> by Martin Waddell. Children's lists should include practical things like food and shelter but also less tangible things such as love and cuddles!</p>	<p><u>Jack and the Beanstalk</u></p> <p>Predictions about the story.</p> <p>Who might be in the story? Once read some of the story, summarise what has been read. What will happen to the cow?</p>	<p><u>Jack and the Beanstalk</u></p> <p>Reading comprehension questions linked to what has been read so far.</p> <p>Summarise, discuss any questions that come up through discussions.</p>	<p><u>Jack and the Beanstalk</u></p> <p>sequencing events from the story.</p>	<p><u>Jack and the Beanstalk</u></p> <p>Favourite part of the story and why?</p> <p>Could we change parts of the story if so what could we change?</p>	
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Science	<p><u>Materials</u> Year 1</p> <p>Talk about their findings and explain what they have found out.</p> <p>Use their observations and ideas to suggest answers.</p> <p>Talk about the physical and developmental differences between babies, toddlers, children and adults. Use sticky notes to make charts with four sections 'Babies can...', 'Toddlers can...', 'Children can...' and 'Adults can...'</p> <p>Talk sensitively about the human body and how a person changes as they grow from a baby to an elderly person. The children can compare themselves to babies, toddlers and adults in terms of how they eat, sleep, move and play. Project images of a baby, toddler, child and adult onto the IWB to use as a reference.</p>	<p><u>Materials</u> Year 1</p> <p>Draw and label basic parts of the human body, including those related to the senses.</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>Explore their own senses by touching, smelling, listening to and tasting things that babies use such as baby toiletries, clothes, baby foods, toys and feeding utensils. Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet or bland). Explain how the items differ from the ones they have today.</p> <p>Children could prepare questions to ask a visiting parent and baby, a nurse or a midwife to find out what senses newborns have and how 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 functioning and developing, taking in the sights, sounds and smells of their new world.</p>	<u>Materials</u>	<u>Materials</u>	<u>Animals</u>	<u>Animals</u>	<u>Animals</u>	<u>Animals</u>
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<p>Forest schools</p>	<p>Den building: Work together to create a den.</p>	<p>Create stick characters: Find a stick and provide a potato peeler to whittle the bark off a stick, and then use felt 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 hand-eye coordination, and decorating the whittled sticks promotes creativity and imagination.</p>	<p>Aim. To encourage narrative construction and storytelling. In Brief. Children are told a story about nasty trolls. Children use sticks, wool, tiny pebbles and clay to make trolls. Children work together to make a maze to stop the trolls from escaping.</p>	<p>Stick mobiles</p> 	<p>Creating homes for animals.</p>	<p>What is in your circle?</p>	<p>Memory game</p>	<p>Hidden letter in the Nature Garden</p>
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<p>PSHE</p>	<p>Glad Monster, Sad Monster by Ed Amberley and Anne Miranda linked to feelings and emotions:</p> <p>Start by discussing what feelings and emotions do they know and what are feelings and emotions? Record these. Share the story with the class and talk at different stages about what feelings and emotions are happening and why they think they are happening.</p> <p>Draw their favourite monster from the story and explain what their monster is feeling and why.</p> <p>MA: Once drawn their monster discuss what makes them happy, sad etc</p>	<p>Glad Monster, Sad Monster by Ed Amberley and Anne Miranda linked to feelings and emotions:</p> <p>Carry on from previous lesson talking about feelings.</p> <p>Ask how everyone is feeling today and do they know why they are feeling that way?</p> <p>Recap the feelings from the story, re-read the story to the class.</p> <p>Think about other feelings such as: scared, angry. Shy etc.</p> <p>What makes them scared, angry or shy? What could you do to overcome these feelings?</p> <p>Use mirrors and look at facial expressions or go round the group and allow each child to make a facial expression and the class have to work out which feeling they are demonstrating.</p>	<p>Glad Monster, Sad Monster by Ed Amberley and Anne Miranda linked to feelings and emotions:</p> <p>Create their own paper plate feeling monster.</p> <p>This can also be used as a listen activity: Give your monster ___ arms.</p> <p>Give your monster ___ (number) ___ (coloured) legs.</p> <p>Give your monster ___ (eyes).</p> <p>Give your monster (describe) hair.</p>	<p>The Memory Tree</p> <p>Share the story with the class.</p> <p>Make sure children understand that the fox has died, explore the other animals' feelings when they sat in silence for a very long time.</p> <p>Discuss emotions of grief – sad, angry, shocked, lonely (refer to examples of similar feelings which the children can relate to – lost or broken possession, special person going away) when you are sad, where do you feel it in your body?</p> <p><u>Extension:</u> Develop the emotional language of grief (frustration, anxiety, feelings of helpless/numb etc). Use the vocabulary sheet to support this. Where in your body do you feel these emotions? draw outline of body and label.</p>	<p>The Memory Tree</p> <p>In groups give pupils pictures and / or text from the book referring to the animals remembering fox.</p> <p>Choose one animal's memory of Fox and draw a picture of it.</p> <p><u>Extension:</u> Complete the table to show the animals' memories of Fox, a feeling this relates to and create a simple symbol to represent it (e.g. owl – leaf shape).</p>	<p>The Memory Tree</p> <p>Ask the questions, “when they remembering Fox, do the animals still feel grief?” “How do memories of Fox help the animals?”</p> <p>Encourage discussions about how memories make us feel -thinking back to a happy, fun or exciting time; remembering someone's kindness / love; understanding that memories can be kept forever but not recreated.</p> <p><u>Extension:</u> Develop the understanding that memories are a way for the animals to maintain their relationship with fox. What do we know about Fox?</p>	<p>The Memory Tree</p> <p>Create a special memory box by decorating a box, packet or tb then filling it with special pictures, messages and items to remember Fox.</p> <p>Draw pictures based on the animals' special memories of Fox, paint pictures of Fox, collect leaves or grasses to remember the fun Fox had with his friends.</p>	<p>The Memory Tree</p> <p>Write poems about Fox, decorate stones or pebbles, collect items which might mean something to Fox, write a letter to Fox from one of his animal friends.</p>
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<p>PSHE</p>			<p>Take part in group play or conversations, recognising what they like/dislike.</p> <p>Share their opinions on things that matter to them and explain their views.</p> <p>Look at a range of birthday items, such as a party hat, candles, cards, cake and a wrapped present, and guess the occasion with which these items are associated. Talk about why birthdays are celebrated and how they feel when it is their special day. Describe a memory from a previous birthday, recalling the presents they received, whether they had a party and what made it special.</p> <p>You may have children within your class who are from different backgrounds and might therefore take part in different religious or cultural celebration. If so, allow time for them to share their experiences.</p>	<p>Describe things that make them feel happy and things that make them feel sad.</p> <p>Recognise, name and deal with their feelings in a positive way.</p> <p>Think about a person or family pet that is no longer alive. Share a photograph of them, explaining who they are and family memories of them. Talk to their parents about memories of their older relatives and any funny or happy stories about them.</p> <p>This activity carries obvious sensitivities of which you must be aware. However, keeping the discussions positive and focused on happy memories will help children understand that we keep people in our memories and don't forget them.</p>	<p>Take part in group play or conversations, recognising what they like/dislike.</p> <p>Listen to other people, and play and work co-operatively.</p> <p>Play memory games such as 'Kim's game'. Talk about how they try to remember all the things on the tray.</p> <p>'Kim's game' is a classic game for developing memory skills. Provide a range of everyday items on a tray, ask children to close their eyes and remove one item at a time. After each item is removed, ask the children to look carefully to spot what has been taken away. Can they remember what was there and what has been removed? Repeat until there are only two things left on the tray.</p>			
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P.E.	NUFC	NUFC	NUFC	NUFC	NUFC	NUFC	NUFC	NUFC
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This planning may change due to the children's interests, learning needs and creative partnership workshops.