



CLASS HALF TERM OVERVIEW OF PLANNING
Year R -Oak Class
Autumn 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	Topic: Celebration Hibernation					
RE Unit F2 & F6 (incarnation) Why do Christians perform nativity plays at Christmas?	<p>STEP 1: Show pupils photographs of some of the adults they know well in school. Ask pupils to identify each member of staff and then ask what pupils think the staff looked like when they were babies.</p> <p>STEP 2: Show a collection of images of Jesus at different stages of his life (you might wish to use the Picturing Jesus resource from RE Today for some diverse images).</p> <p>STEP 3: Explain we are going to be hearing the story that Christians find in the Bible about when Jesus was born. Read the nativity story to pupils (a child friendly version that is close to the original text can be found in The Beginners Bible). After the story has finished, show some cut out pictures of the different people from</p>	<p>STEP 1: Remind pupils of the story that they read last time. Help pupils recall what was it about and what happened. Show some pictures of the characters from the story; check pupils remember what role each played. Re-read the story with pupils and discuss the key events.</p> <p>STEP 2: Ask: Who were the first visitors to Jesus? How did the shepherds know that Jesus had been born? Explain that many Christians believe that the wise men/Magi set off when they saw the star to find the new king, but that they did not arrive straight away, not nearly as quickly as the shepherds. Discuss who Christians believe was the new king.</p> <p>STEP 3: Show some nativity story Christmas cards and ask for</p>	<p>STEP 1: Recap with pupils' nativity story they read last time. Ask: Who is this story important for? Explain that this story is important for Christians because many Christians believe it tells the story of God coming to Earth.</p> <p>STEP 2: Explain that most Christians believe that Jesus was both God and a human at the same time. Tell pupils that Christians call this 'incarnation'. Practise saying this word with pupils (I'll say it, you say it).</p> <p>STEP 3: Watch a short video of the story they have studied*. As a class, freeze frame the story by acting it out and taking photos. Explain these photos will be used at the end of the lesson to make a timeline.</p>	<p>STEP 1: Ask pupils about the different Christmas celebrations they know of and to give examples. Explain that people celebrate Christmas in lots of different ways. Explain that even the Christian community itself celebrates Christmas in several different ways. Show some photos of Christmas celebrations in churches from around the world (include some nativities play pictures).</p> <p>STEP 2: Explain that many Christian children and school children perform nativity plays to help retell the story at Christmas time. Watch a nativity with the children*</p> <p>STEP 3: Show a lit candle and explain Jesus was called the light of the world. Ask why they think this is.</p>	<p>STEP 1: Talk with pupils about the Christmas story. Ask: why is this story important for Christians? Explain Christians believe that after Jesus was born, people came to visit him. Can pupils remember who these visitors were? Explain that we are going to read the story again and when we spot a visitor, we are going to shout out 'knock, knock'.</p> <p>STEP 2: After identifying the visitors to Jesus, remind pupils of when many Christians believe the Wise men/Magi arrived. Ask pupils what the Magi brought with them for baby Jesus.</p> <p>STEP 3: Show photographs or artefacts of gold, frankincense, and myrrh. Explain that gold was for a king, frankincense was the oil used to anoint or mark out the new king and Myrrh was a spice put on the body of someone when they died. Why do</p>	<p>STEP 1: Recap the story of the first Christmas. Choose a different version of the story and share it with pupils. Compare similarities and differences with the one read last time.</p> <p>STEP 2: Explain that different people tell stories in different ways and sometimes these can change over time. Explain that many Christians believe that it is important to keep going back to the original story found in the Bible so that the meaning is not lost.</p> <p>STEP 3: Ask: What story do many Christians tell about Jesus on Christmas Day? Recap how Christians call this incarnation because of the belief Jesus was God and a human on earth.</p> <p style="text-align: right;">Windows – Read the Christmas story – focus in on the gifts</p>



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	the story. Check whether pupils can name them.	opinions about which ones are correct or incorrect. Point out that any that show the shepherds and Magi together would not reflect the events found in the Bible.			pupils think that the Magi brought these gifts for baby Jesus? Link the gifts to what the Magi might have known would happen.	<i>that Jesus was given</i> Mirrors – What is the most important/ special gift you have been given Doors – What gift could we give at Christmas? Think about giving a gift or something to help others who are not as fortunate as we are
PSHE Being My Best	Being My Best Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.	Being My Best Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers.	Being My Best Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups.	Being My Best Identify the 5 ways to support their wellbeing. Name some activities or ideas to promote positive mental health. Reflect on their mental health and how they can protect it.	Being My Best Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well.	Being My Best Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine.
Maths	Focus Area: It's me 1,2,3 Representing 1,2,3. Introduce 5 frames Children will subitise and create their own groups of 1,2 and 3. Match number names to quantities and numerals. Children use the numbers to create their own games and work on keeping score using the numbers 1,2,3	Focus Area: It's me 1,2,3 Comparing 1,2,3 Children begin to understand that as we count each number is one more than the number before. As we count back each number is one less than the previous number. Children will use a range of representations to support their understanding of this. Composition of 1,2,3	Focus Area: Circles & Triangles Circles and Triangles and spatial awareness Children will learn that a circle has one curved side and that triangles have three straight sides. They will begin to recognise these in their environment and begin to create their own circles and triangles in different orientations and with sides of different lengths. Children hear and	Focus Area: 1,2,3,4,5 Number 4 Children count on and back to 4. They will be able to count and subitise sets of up to 4 and will be able to match number names to numerals and quantities and begin to say which sets have more and fewer items. When counting they will continue to learn that the final number they say names the quantity of the set. Number 5	Focus Area: 1,2,3,4,5 One more and one less Children continue to count, subitise and compare as they explore one more and one less. Encourage children to use a five frame to represent numbers and to predict how many there will be if they add one more or take one away. Prompt children to see the link between counting forwards and the one more pattern and counting back and the one less pattern.	Focus Area: Shapes with 4 Sides Shapes with 4 sides and combining shapes Children learn that squares and rectangles have 4 straight sides and 4 corners. They will begin to recognise these in their environment and begin to create their own. Children will look at a variety of orientations and shapes of different sizes. Children will learn to combine square, rectangles and triangles in different ways.



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		Children use the idea that all numbers are made up of smaller numbers. Allow children to explore and notice different compositions. Children will begin to share and talk about what they have noticed	begin to use positional language to describe how items are positioned in relation to other items.	Children will be able to subitise up to 5 items and will be able to count forwards and backwards accurately using counting principles. They can represent up to 5 objects on a frame and understand that if it is full they have 5.		<p>Focus Area: Light and Dark</p> <p>Night and Day Children talk about night and day and order key events in their daily routines. They use language to describe when events happen and measure time in different ways.</p> <p>Assessment Focus</p>
English	<p>Hoot Owl – Master of Disguise</p> <p>Play Hooting owl sounds to the children – pretend that we don’t know where it is coming from. Introduce the story to the class.</p> <p>Talk about key features of the text – Fiction, Title, Blurb.</p> <p>Begin to look at punctuation – full stops and exclamation marks and show examples of prosody when reading to pupils.</p> <p>Begin to look at story mapping and retelling the story</p>	<p>Hoot Owl – Master of Disguise</p> <p>Begin to look at story mapping and retelling the story</p> <p>Children work on sequencing this story and then thinking about designing an Owl of their own – what disguises will it have?</p> <p>Record children’s own story ideas to accompany this.</p>	<p>Hoot Owl – Master of Disguise</p> <p>Finding out about Owls Visit from an Owl</p> <p>Prepare questions to ask the Owl Handler.</p> <p>Create a fact file – what do we know about owls?</p> <p>Children to have a go at their own and put together a presentation for another class.</p>	<p>Hoot Owl – Master of Disguise</p> <p>Following instructions</p> <p>Make a pizza for Hoot Owl. Work on writing list of toppings to make and following instructions.</p>	<p>How to Catch Santa</p> <p>Has anyone ever seen Santa or tried to catch him before? Children to discuss what methods they could use to catch him. Children to develop their ideas by drawing plans and designing traps using pictures, labels and captions.</p>	<p>How to Catch Santa</p> <p>Introduction of Jingle and Jangle Santa’s cheeky helpers. Use this as a stimulus to write notes to Santa and Mrs Mellor telling them what the elves have done in our classroom. Use correspondence to write Christmas Lists and letters to Santa and the Elves Incorporate list writing</p> <p>Christmas making and writing</p>



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	<p>Children work on sequencing this story and then thinking about designing an Owl of their own – what disguises will it have?</p> <p>Record children’s own story ideas to accompany this.</p>					
Communication and Language	<p>We’re Going on a Bear Hunt Create own Bear Hunts – children use sensory bins to describe and create their own words for the different landscapes. Children create their own hunts with maps and outdoor obstacles using language to describe and explore their environment.</p>		<p>Owl Hide and Disguise Children to create their own disguises on themselves – what would they be good at catching?</p>	<p>Children play Hide and Seek in the Nocturnal Den and see what animals they can find lurking in there? Can they describe what they see?</p>	<p>The Christmas Story Create the Bethlehem Inn. Children take turns to be the innkeepers, Mary, Joseph and any other characters from the story.</p>	<p>Children use maths skills to talk about room numbers and could make brochures to show what the Inn has to offer. Talk about how Mary and Joseph might be feeling at varying points in the story.</p>
Phonics	<p>Little Wandle Letters and Sounds Programme Phase 2 - Autumn 2 planning sequence Revision from previous half term Including Tricky Words – I, is, the Introduce the following sounds: Week 1 ff, ll, ss, j Tricky Words - put, pull, full, as</p>	<p>Little Wandle Letters and Sounds Programme Phase 2 -Autumn 2 planning sequence Introduce the following sounds: Week 2 v,w,x,y Tricky Words – and, has, his, her</p>	<p>Little Wandle Letters and Sounds Programme Phase 2 - Autumn 2 planning sequence Introduce the following sounds: Week 3 z, zz, qu, ch – also words with s added at the end Tricky Words – go, no, to, into</p>	<p>Little Wandle Letters and Sounds Programme Phase 2 -Autumn 2 planning sequence Introduce the following sounds: Week 4 Sh,th,ng,nk,sh,e,pu,he, of</p>	<p>Little Wandle Letters and Sounds Programme Phase 2 - Autumn 2 planning sequence Introduce the following sounds: Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky Words – we, me, be</p>	<p>Little Wandle Letters and Sounds Programme Phase 2 - Autumn 2 planning sequence Revision from previous half term Including Tricky Words – I, is, the Introduce the following sounds:</p>



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<p>Understanding of the world</p>	<p>What is Diwali?</p> <p>Rama and Sita – Introduction for the WOW week!</p> <p>Children map the story and retell it in their own words.</p> <p>Children draw characters from the story and talk about why they like/ dislike them.</p> <p>Children begin to look at the different settings – what happens when... Children discuss the problem in the story and how it is resolved</p> <p>Sequencing the story using cards and create their own story maps to show what they have remembered from the story.</p>	<p>People and Communities/ Past and Present</p> <p>Why do we remember?</p> <p>Remembrance Day – Why is it such a special celebration for us?</p> <p>Look at old pictures and The Poppy Fields text.</p> <p>Talk about when this happened and why it is so important to always remember</p> <p>Make a class poppy collage</p>	<p>The Natural World</p> <p>Why does the weather change?</p> <p>Rain, ice and water</p> <p>Where can we find water?</p> <p>What does it do?</p> <p>How do we make rain?</p> <p>Carry out a scientific investigation to show this</p> <p>Children make clouds of their own</p> <p>Have a go at presenting the weather around the world! Think about what clothes we need to wear when it is hot, cold, snowy, rainy, sunny</p> <p>Explore with a variety of different clothing</p>	<p>Where do I live?</p> <p>Recap on what we covered last half term – who is in my family?</p> <p>Build up from house – street – village – town etc</p> <p>Make lists of all of the things they think are important about where they live</p>	<p>What are maps and how do they use them?</p> <p>Look at examples of simple maps</p> <p>Look at landmarks</p> <p>What landmarks can they see on the simple map examples</p> <p>Children make up maps for imaginary people/ animals for example what would we find in Hedgehogs street?</p> <p>Mapping – field work - Village walk</p> <p>What do we see? Signs and symbols all around us</p> <p>Look at landmarks and where we might put them on a map of the village</p>	<p>Mapping continued</p> <p>Make a large map – perhaps 3d of all of the landmarks that are in our village that we saw on our walk</p> <p>Can the children talk through the map?</p> <p>Can they use words and vocab to describe how they would get from one place to another?</p> <p>How do you get from the church to the shop?</p>
<p>Nature School</p>	<p>My First Book of Nature – outcome – to create their own Autumn Nature booklets Share the pictures with the children.</p> <p>Talk about what the book might be about. Find the title Find the Blurb Is it a story book? Is it a poetry book? Is it a fact book?</p>	<p>Autumn Focus – Look at the selection of Autumnal ideas from the book one per day – focus in on the language from each page and record children’s ideas and understanding: Spiderlings, feathers, leaves and wind.</p> <p>Provide opportunities to experience Autumnal signs and to</p>	<p>My First Book of Nature – outcome – to create their own Autumn Nature booklets Share the pictures with the children.</p> <p>Continue to build up their Nature Booklets using the rest of the sub headings in the book, following these up with a small</p>	<p>My First Book of Nature – outcome – to create their own Autumn Nature booklets Share the pictures with the children.</p> <p>Continue to build up their Nature Booklets using the rest of the sub headings in the book, following these up with a small</p>	<p>Mindfulness in the outdoors</p> <p>Yoga and breathing</p> <p>Making a fire and toasting Marshmallows</p>	<p>My First Book of Nature – outcome – to create their own Autumn Nature booklets Share the pictures with the children.</p> <p>Talk about what the book might be about. Find the title Find the Blurb Is it a story book? Is it a poetry book? Is it a fact book? How can we tell?</p>



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	How can we tell? Speaking in full sentences to share an idea	provide a stimulus for writing. Creating small pieces of writing to make their book.	investigation to write about. Worms – Create a wormery – write a set of instructions on how to make a wormery of their own. Observe worms in class. Apples – apple tasting and writing recipe for apple crumble (write up instructions using pictures and photographs)	investigation to write about. Apples – apple tasting and writing recipe for apple crumble (write up instructions using pictures and photographs)		Speaking in full sentences to share an idea
PE Leap into Life	Functional Movement Progression 3 To develop lunge technique, bent knees, upright body to front , side and back.	Movement Concepts Progression 2 To move to a variety of tempos aesthetically, with music.	Aesthetic Movement Progression 3 To link together symmetrical body shapes and movements.	Aesthetic Movement Progression 4 To link together asymmetrical body shapes and movements.	Manipulative Skills Progression 2 To bounce and catch own ball. To throw up and catch own equipment. To vary the size of the throw. To concentrate on trapping and pulling the object in.	Functional Movement Progression 4 To jump from one foot to two feet and one foot to one foot, leading with either leg.
Expressive Art and Design	Why are Diva lamps so important to Hindus? Mehndi Hand Patterns Making Diva lamps (Clay) Rice tray to create Rangoli patterns	When do we see fireworks? Building on experimenting with colours and textures - salt painting fireworks	What is a Sculpture? How do I make a Sculpture? Look at a variety of sculptures and have a go at experimenting with clay – manipulating it using hands and fingers	What can I use to change my sculpture? Create Clay Hedgehogs and a hibernation box for them to live in Look at pictures of hedgehogs and talk about their features – links to self portraits Use tools to change shape or add pattern	Salt Dough Decorations	Christmas Baking



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Music Charanga My Stories	Roll Alabama by Bellowhead Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform	Boogie Wonderland by Earth Wind and Fire Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform	Don't Go Breaking My Heart by Elton John and Kiki Dee Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform	Ganesh is Fresh by MC Yogi Listen and Respond 2. Explore and Create using voices (Musical Activities) 3. Sing - Learn to Sing the Song 4. Share and Perform	Christmas Carols and Nativity songs	Christmas Carols and Nativity songs
Educational visits/visitors	Diwali Visitors Donkey Sanctuary					
Wall and interactive displays	<p>Science- Seasons –Autumn Focus continued with an inclusion of special celebrations during this season. Phonics – daily change and focus</p> <p>Reading – Top 5 – A Fox in the Night, Peace at Last, A First Book of Nature, Rosa Parks (Little People, Big World), We're Going on a Bear Hunt, Maths Working Wall –Number – weekly change to reflect learning</p> <p>Understanding the World - Weather and Seasons – Focus on investigations done together in class</p> <p>Reflection Area- Special Celebrations – Remembrance Day, The Christmas story. Teaspoon Prayers.</p>					