

Once upon a time...

MAIN FOCUS - PSHCE			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>Planning and managing ourselves in a new environment, including use of resources and planning of time.</p> <p>Build in new routines and expectations.</p> <p>Taking on new roles; pairing up with older children and looking out for new children in Green.</p> <p>Building trust and collaboration.</p>	<p>VISITS, KEY TEXT, EXPERIENCES ETC HERE</p> <p>Time spent with in early weeks setting up a range of activities. Discussions about where to find resources in the classroom. Writing labels/signs for classroom, outside area and to share with Green class (eg. how many children? Where do things go?)</p> <p>Discussions – working with adults (phonics). Explore ideas behind this through text and drama. Pumpkin Soup (text) and trust games. Lots of work related to the learning friends.</p> <p>In early weeks pairing up with a child from Green class to help tidy up the outdoor area etc.</p> <p>Work with children in other classes (Green, Orange). Trust games.</p>	<p>EXAMPLES OF WHAT THE CHILDREN MIGHT MAKE, DESIGN, SHARE HERE</p> <p>Managing of environment; involved in creating labels, routines.</p> <p>Role play and word level work on key texts Stone Soup and alternative stories from around the world Pumpkin Soup key text</p>	<p>WHAT ARE THE OBSERVABLE AND ASSESSABLE CHARACTERISTICS? IF THEY HAVE BEEN TAUGHT THE P.O.S., SHARED THE EXPERIENCES AND CREATED THEIR OUTCOME WHAT WILL WE SEE/WHAT WILL THEY KNOW?</p> <p>Levels of independence (accessing resources, working without the need for adult support for periods).</p> <p>Working well with others; supporting the younger children in Green, building relationships with older children in Orange.</p> <p>A calm, purposeful classroom as soon as possible! Children familiar with new routines.</p>

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MAIN FOCUS - Cross curricular			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><b>HISTORY</b> <u>To investigate and interpret the past</u></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<p>VISITS, KEY TEXT, EXPERIENCES ETC HERE</p> <p>What is history? What do we mean by the past, present and future?</p> <p>Start with themselves; photos, discussing changes. What were they like, what did they enjoy at different ages?</p> <p>Timeline in the classroom to provide visual representation of changes.</p> <p>Looking at and discussing lots of 'artefacts' (old books, toys) and photos.</p>	<p>EXAMPLES OF WHAT THE CHILDREN MIGHT MAKE, DESIGN, SHARE HERE</p> <p>Talking, drawing and writing about something that has happened in the past, present and make predictions for the future. Eg what would you like to do when you are an adult? Experience of different jobs from visiting parents <b>(English, Art)</b></p> <p>Writing about significant personal events <b>(English)</b>. What have you loved doing with your family and friends? What did you do at the weekend or during the holiday?</p> <p>Devise a set of questions and interview people <b>(English)</b>.</p> <p>Class writing prompt for vocabulary related to time <b>(English, Maths)</b>.</p> <p>Write letters/notes to visitors <b>(English)</b>.</p>	<p>WHAT ARE THE OBSERVABLE AND ASSESSABLE CHARACTERISTICS? IF THEY HAVE BEEN TAUGHT THE P.O.S., SHARED THE EXPERIENCES AND CREATED THEIR OUTCOME WHAT WILL WE SEE/WHAT WILL THEY KNOW?</p> <p>Children able to understand and explain what has changed and what has stayed the same in the past.</p> <p>Use language related to time and have a basic understanding of concepts such as past, present and future.</p> <p>Demonstrate a sense of time by ordering events, explaining their decisions.</p>

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<p><b>READING</b></p> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experience.</li> <li>• Join in with stories or poems.</li> <li>• Infer what characters are like from actions.</li> <li>• Discuss favourite words and phrases.</li> </ul> <p><b>WRITING</b></p> <p><u>To write with purpose</u></p> <ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> </ul> <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> <li>• Use adjectives to add detail.</li> </ul> <p><u>To organise writing appropriately</u></p>	<p>Look at :</p> <ul style="list-style-type: none"> <li>• Lots of reading aloud, sharing, immersing the children in a variety of favourite books</li> <li>• Talking about illustrations.</li> <li>• Learn some key texts using talk for writing actions.</li> <li>• Collect favourite and rhyming vocabulary.</li> <li>• Relate narrative to own experiences, discussing feelings.</li> <li>• Rehearse, model, draft, improve personal stories, related to journeys and transport.</li> </ul> <p>Key Texts (traditional tales, fairy tales with alternative story plot)          Billy Goat’s Gruff alternative stories          Goldilocks and the Three Bears alternative stories          The Three Little Pigs alternative stories          Beware of the Storybook Wolves          We’re Going on a Bear Hunt alternatives          Oi Frog and Jez Alborough ‘Duck’ series for phoni</p>	<p>Shared and group reading of key texts and phonetic level books.</p> <p>Reading signs and information around school and outside.</p> <p>Create story maps to represent well known and made up stories.</p> <p>Shared writing to record key phrases and story language.</p> <p>Annotate illustrations from books.</p> <p>Shared writing to re-tell known stories and generate alternative.</p> <p>Create own picture books based on key texts</p>	<p>Children will be able to discuss the feelings and actions of characters in books that have been read.</p> <p>Role-play stories that have been read and their own versions.</p> <p>Read aloud with feeling and expression.</p> <p>Use language from books that have been shared.</p> <p>Discuss feelings in writing.</p> <p>Discuss their work – what effect does it have on the reader?</p>
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## Once upon a time...

- Re-read writing to check it makes sense.

- Use the correct tenses.

### To use sentences appropriately

- Write so that other people can understand the meaning of sentences.

- Sequence sentences to form a short narrative.

### To analyse writing

- Discuss writing with the teacher and other pupils.

### To present writing

- Read aloud writing clearly enough to be heard by peers and the teacher.

- Read aloud writing with some intonation.

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<p><b>GEOGRAPHY</b></p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul> <p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>-Name and locate the world's seven continents and five oceans</p>	<p>What is it like here in comparison to Hong Kong. Skype video link to year 1 in another school. How is it the same, how are is it different? (physical countryside of west Chilton eg hills, rivers to the city, mountains and sea of Hong Kong)</p> <p>A geographical study of the school and then the local area (village).</p> <p>Exploring and using a range of maps – small world play, atlas, globe, outdoor maps.</p> <p>Ask questions to find out about contrasting location using key geographical vocabulary. Explain and describe what it is like where we live.</p>	<p>Create own map of the school grounds.</p> <p>Collect data based on the school environment – plant life? <b>(Maths)</b></p> <p>Use maps and atlases to locate ourselves and how we fit into the wider world.</p>	<p>Accurate sense of where things are in relation to each other.</p> <p>Good sense of direction and orientation. Linked to We're Going on a Bear Hunt and alternatives. <b>(English)</b></p> <p>Understanding of the difference between human and physical features.</p> <p>Use geographical language confidently in questions and discussion.</p> <p>Show curiosity for the wider world during independent inquiry through questioning.</p>
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<p><b>DT</b></p> <ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p><b>ART</b></p> <p><u>To develop ideas</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<p>Use cardboard boxes, tubes and DT equipment to make models, machines and support imaginative play.</p> <p>Use key text – Not a Box <b>(English)</b></p> <p>Use the natural environment to create sculptures, respond to music as a starting point, complete a half picture.</p> <p>Experiment with different materials and methods during inside and outside independent learning time. Display work in a class art gallery.</p> <p>Look at work from a range of different artists.</p>	<p>Make models in groups for a purpose to share with partners.</p>	<p>Designs will consider function and be adapted for purpose.</p> <p>Tools and equipment will result in successfully joined model</p>
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<p><b>MATHS</b></p> <p><u>To know and use numbers</u></p> <ul style="list-style-type: none"><li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li><li>• Count, read and write numbers to 100 in numerals</li></ul>	<p>Counting related to timelines.</p>	<p>Creating own timelines – related to other history activities.</p>	<p>To be able to count forwards or backwards from a given point.</p> <p>To count the differences between two numbers (years on a timeline).</p>
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MAIN FOCUS - Maths			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><u>Counting</u></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>Given a number, identify one more and one less.</li> </ul> <p><u>Representing</u></p> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Read and write numbers initially from 1 to 20 (and then to at least 100 in numerals and in words).</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>Use the language of: equal to, more than, less than (fewer), most and least.</li> </ul>	<p>Daily opportunities to count in different 'steps', both forwards and backwards. Adult led or opportunities through play (eg. sand pit/water tray activities, number beanbags, counting items in role play area).</p> <p>Number rhymes/songs (adapting these to count in steps of 2, 5, 10 or backwards).</p> <p>Dice games (eg. Dotty six) to develop subitising.</p> <p>Use of 10 frames to develop knowledge of PV in teens and 20s.</p> <p>One is a snail (Text) 'How Big is a Million?' (Text)</p> <p>Opportunities for children to count &amp; read numbers throughout the day. Eg. Labels in classroom "20 pairs of scissors in this pot"</p>	<p>Making collections of items, estimating and counting to check.</p> <p>Labels for 'sets' that are counted.</p>	<p>Children can count forwards or backwards from a given point.</p> <p>Recognise 2 digit numbers in everyday contexts (eg. "Can you find p 25 in the book?")</p> <p>Write numbers, with the digits in the correct order, in everyday contexts (eg. labels, recording measurements, scores, amounts of money).</p> <p>Correctly order a set of numbers and identify sets that have the most and least objects.</p>

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MAIN FOCUS - Science			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><u>Biology</u></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>Whole day (or two) with specific focus on the body and senses.</p> <p>Adapting songs with actions (eg. creating alternative versions of head, shoulders, knees and toes).</p> <p>PE – balances using different body parts.</p> <p>Senses games: feely bags, identifying different tastes, smells and sounds, “Kim’s game” (for sight).</p> <p>Discuss how some people (eg. those who have a visual/hearing impairment) make greater use of some of their senses.</p>	<p>Life-size drawings of bodies to label.</p> <p>Art – labelled self-portraits.</p>	<p>Children can name body parts in a detailed manner (eg. including things like ankles, wrists, elbows)</p> <p>Children can name the 5 senses, explaining which part of the body is associated with each sense.</p> <p>Children able to discuss the importance of senses and how they help to keep us (and animals) safe.</p>

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MAIN FOCUS - Ongoing			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><b>PE</b></p> <p><u>Games</u> Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p><u>Dance</u> Copy and remember moves and positions.  Link two or more actions to perform a sequence.</p> <p><b>MUSIC</b></p> <p>Take part in singing, accurately following the melody.  Clap rhythms.</p> <p><b>SCIENCE</b></p> <p><u>Working scientifically</u> Observe closely, using simple equipment.  Perform simple tests.  Identify and classify.</p>	<p>Lessons focused on throwing, catching, rolling skills.</p> <p>Val Sabin dance – ribbons and conkers.</p> <p>Active Music – rhythm and pulse (with SH?)</p> <p>Regular opportunities for singing related to other curriculum areas (eg. counting songs).</p> <p>Singing assemblies.</p> <p>Tuff spot/area of the classroom used for self-initiated science activities. Opportunities to explore and group materials. Pose questions to the class (concept cartoons) that they can find the answers to.</p>	<p>Create a dance sequence to share with an audience (other class? parents?)</p> <p>Possibly teach/perform a song to another class or for another audience (Autumn Fair?)</p>	<p>Children able to throw and roll with increasing accuracy. Attempt to catch using good technique. Apply these skills in small games.</p> <p>Children able to move with careful control and coordination and understand that they can communicate a mood or feeling through dance.</p> <p>Children able to identify and follow a simple rhythm. Follow instructions on how and when to sing, staying in time and controlling the volume of their voice.</p> <p>Children use their observations to suggest answers to questions that are posed. They ask their own questions, building upon what they already know.</p>

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