



Medium Term Planning – Year B

Autumn 1



Week Commencing:	01/09/25 (2 days)	08/09/25	15/09/25	23/09/25	29/09/25	06/10/25	13/10/2025	20/10/25 (4 days)
Maths	<p>We use these two days to settle the children, establish routines and explain expectations.</p> <p>We discuss the role of a member of the school council and children can put themselves forward to be part of this – children then vote for who they would like to represent them.</p>	Place Value within 20 <ul style="list-style-type: none"> Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11-15 	Place Value within 20 <ul style="list-style-type: none"> Understand 16-20 Find 1 more Find 1 less Use number lines Estimate on a number line 	Place Value within 20 <ul style="list-style-type: none"> Less than, greater than, equal to Compare numbers Order numbers End of topic assessment 	Addition and Subtraction within 20 <ul style="list-style-type: none"> Parts and whole Systematic number bonds within 10 Number bonds to 10 Number bonds to 20 Add together 	Addition and Subtraction within 20 <ul style="list-style-type: none"> Add more Doubles Near Doubles Add 3 1 digit numbers Find a part 	Addition and Subtraction within 20 <ul style="list-style-type: none"> Fact families the 8 facts How many left? Find the difference Missing number problems End of topic assessment 	Place Value within 100 <ul style="list-style-type: none"> Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones
English	<p>PSHE – Welcome to School Read Ruby's Worry – discuss any worries they have especially around starting a new year group/school.</p> <p>We discuss rules and expectations and create our class rules.</p> <p>Art - Create fish for Rainbow Fish display – Read Rainbow Fish</p>	Place Value of Punctuation and Grammar WALT: understand common nouns. WALT: understand proper nouns. WALT: recognise common and proper nouns. Daily Handwriting Focus: Learn the exercises to build up muscle strength in hands, wrists and arms before our handwriting lessons. Cc, Oo, Aa, Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	Place Value of Punctuation and Grammar WALT: identify common and proper nouns. WALT: understand 'being' verbs. WALT: understand 'regular action' verbs. Daily Handwriting Focus: Warm up exercise then – Gg, Qq, Dd, Ii, Ll Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	Place Value of Punctuation and Grammar WALT: recognise 'action' or 'being' verbs. WALT: understand irregular action verbs and verb phrases WALT: identify verbs. Daily Handwriting Focus: Warm up exercise then – Tt, Kk, Jj, Vv, Ww Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	Place Value of Punctuation and Grammar WALT: understand what the subject is. WALT: build single clause sentences. (stage 1) WALT: build single clause sentences using pronouns. (stage 1) Daily Handwriting Focus: Warm up exercise then – Uu, Yy, Ff, Rr, Nn Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	Place Value of Punctuation and Grammar WALT: build single clause sentences. (stage 2) WALT: build single clause sentences using pronouns. (stage 2) WALT: build single clause sentences. (stage 3) Daily Handwriting Focus: Warm up exercise then – Mm, Hh, Pp, Bb, Ee Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	Place Value of Punctuation and Grammar WALT: build single clause sentences using pronouns. (stage 3) WALT: apply our knowledge of single clause sentences. WALT: apply our knowledge of single clause sentences using pronouns. Daily Handwriting Focus: Warm up exercise then – Ss, Xx, Zz Assess children's letter formation and address incorrect formation. Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	Place Value of Punctuation and Grammar WALT: understand how to use co-ordinating conjunctions to join clauses. WALT: understand how to use co-ordinating conjunctions to join clauses and compound subjects. WALT: apply our knowledge of co-ordinating conjunctions. Daily Handwriting Focus: Warm up exercise then – Assess children's letter formation and address incorrect formation. Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.

Science	<table><tr><td>Seasonal Changes When is autumn? WALT: observe and describe changes across the four seasons.</td><td>Seasonal Changes What is the weather like in autumn? WALT: observe and describe weather associated with the seasons and how the day length varies.</td><td>Seasonal Changes What events happen during autumn? WALT: observe and describe changes across the four seasons.</td><td>Living Things and Their Habitat Is it living, dead or never been alive? WALT: explore and compare the differences between living, dead, and things that have never been alive.</td><td>Living Things and Their Habitat What is a microhabitat? WALT: identify and name a variety of plants and animals in their habitats, including microhabitats.</td><td>Living Things and Their Habitat How are habitats different around the world? WALT: identify and name various plants and animals in their habitats.</td><td>Living Things and Their Habitat What conditions do woodlice prefer? WALT: observe closely and use my observations to answer questions.</td></tr><tr><td colspan="7">Key Vocabulary:<ul style="list-style-type: none">- autumn – the season in which some trees lose their leaves- MRS GREN (movement, respiration, sensitivity, growth, reproduction, excretion, nutrition)- microhabitat – a small habitat- conditions – the state of something- prefer – to consider more desirable than something else- compare – to note the likenesses and differences of</td></tr></table>	Seasonal Changes When is autumn? WALT: observe and describe changes across the four seasons.	Seasonal Changes What is the weather like in autumn? WALT: observe and describe weather associated with the seasons and how the day length varies.	Seasonal Changes What events happen during autumn? WALT: observe and describe changes across the four seasons.	Living Things and Their Habitat Is it living, dead or never been alive? WALT: explore and compare the differences between living, dead, and things that have never been alive.	Living Things and Their Habitat What is a microhabitat? WALT: identify and name a variety of plants and animals in their habitats, including microhabitats.	Living Things and Their Habitat How are habitats different around the world? WALT: identify and name various plants and animals in their habitats.	Living Things and Their Habitat What conditions do woodlice prefer? WALT: observe closely and use my observations to answer questions.	Key Vocabulary: <ul style="list-style-type: none">- autumn – the season in which some trees lose their leaves- MRS GREN (movement, respiration, sensitivity, growth, reproduction, excretion, nutrition)- microhabitat – a small habitat- conditions – the state of something- prefer – to consider more desirable than something else- compare – to note the likenesses and differences of						
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Geography	<table><tr><td>Our local park Where is our local park and how do people get there? WALT: plan a route to our local park using a map.</td><td>Our local park How can we collect data about the key features of our local park? WALT: record our findings in different ways.</td><td>Our local park How do we get to our local park? WALT: follow a planned route using a map.</td><td>Our local park How can we present data about our local park’s facilities. WALT: create a pictogram to represent data.</td><td>Our school grounds Which features in our school grounds encourage plant life? WALT: identify the human and physical features of our school grounds that encourage plant life.</td><td>Our school grounds Where on our school grounds could we encourage plant life? WALT: conduct fieldwork to collect and record data about my school grounds.</td><td>Our school grounds How can we share the locations in our school where we would encourage plant life? WALT: use directional language to explain where plants could grow.</td></tr><tr><td colspan="7">Key Vocabulary:<ul style="list-style-type: none">- directions – the path that something takes to reach a place- fieldwork – when you go outside and discover things about a place- map – a diagram showing where places are located- route – a way to travel from one place to another- human features - something that is built by humans and would not have existed in nature without humans- physical features – something that is naturally created, for example, mountains, lakes, cliffs</td></tr></table>	Our local park Where is our local park and how do people get there? WALT: plan a route to our local park using a map.	Our local park How can we collect data about the key features of our local park? WALT: record our findings in different ways.	Our local park How do we get to our local park? WALT: follow a planned route using a map.	Our local park How can we present data about our local park’s facilities. WALT: create a pictogram to represent data.	Our school grounds Which features in our school grounds encourage plant life? WALT: identify the human and physical features of our school grounds that encourage plant life.	Our school grounds Where on our school grounds could we encourage plant life? WALT: conduct fieldwork to collect and record data about my school grounds.	Our school grounds How can we share the locations in our school where we would encourage plant life? WALT: use directional language to explain where plants could grow.	Key Vocabulary: <ul style="list-style-type: none">- directions – the path that something takes to reach a place- fieldwork – when you go outside and discover things about a place- map – a diagram showing where places are located- route – a way to travel from one place to another- human features - something that is built by humans and would not have existed in nature without humans- physical features – something that is naturally created, for example, mountains, lakes, cliffs						
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RE		<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: Retell the story of creation from Genesis 1:1–2:3 simply.</p>	<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p>	<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: Say what the story tells Christians about God, Creation and the world.</p>	<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: Give at least one example of what Christians do to say ‘thank you’ to God for Creation.</p>	<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: Think, talk and ask questions about living in an amazing world.</p>	<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: plan a piece of artwork to represent their understanding.</p>	<p>CREATION 1.2: Who do Christians say made the World?</p> <p>WALT: Create a piece of artwork to represent their understanding.</p>
		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Bible – a book that tells Christian stories about God and Jesus’s life - God – creator of the world - Genesis – means ‘beginning’ - Christians – people who follow the religion of Christianity, believing that Jesus Christ is the Son of God 						
Computing		<p>Digital Literacy</p> <p>Operational Core Skills</p> <p>WALT: move a cursor with the trackpad on a laptop.</p>	<p>Digital Literacy</p> <p>Operational Core Skills</p> <p>WALT: use websites and apps to support our learning.</p>	<p>Digital Literacy</p> <p>Operational Core Skills</p> <p>WALT: use websites and apps to support our learning.</p>	<p>Digital Literacy</p> <p>Operational Core Skills</p> <p>WALT: use websites and apps to support our learning.</p>	<p>Digital Literacy</p> <p>Operational Core Skills</p> <p>WALT: save and retrieve work we have produced.</p>	<p>Digital Literacy</p> <p>Operational Core Skills</p> <p>WALT: save and retrieve work we have produced.</p>	<p>Inset Day</p>
		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - login – a way to access a computer - cursor – a moveable indicator on a computer screen that identifies the point that will be affected by input from the user - apps – short for applications - applications – programs that are designed to perform a particular function - retrieve – to recall at a later date 						
Art & Design		<p>Monochromatic</p> <p>WALT: create a piece of artwork based upon the artist Paul Klee.</p>	<p>Monochromatic</p> <p>WALT: explore how one pencil can create different amounts of value.</p>	<p>Monochromatic</p> <p>WALT: use lines and shapes to create a piece of doodle art.</p>	<p>Monochromatic</p> <p>WALT: describe and compare different artists and their work. (Paul Klee and Mr Doodle)</p>	<p>Harvest</p> <p>WALT: use pastels to create our favourite fruits and vegetables.</p>	<p>No Art due to Harvest Assembly</p>	<p>Diwali</p> <p>WALT: design and make a Diwali lamp using card.</p>
		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> -line – a line is the path left behind after our dot has gone for a walk -shape – a shape is what happens when a line creates an enclosed space -tone – another word for value -value – how light or dark we make a colour -zigzag – a line that has sharp turns -continuous – without stopping and without breaking 						
DT		<p>Key skills</p> <p>WALT: use scissors correctly to cut accurately.</p>	<p>Key skills</p> <p>WALT: join 2 pieces of paper together using split pins.</p>	<p>Key skills</p> <p>WALT: join 2 pieces of cardboard together using the following joins: flange and l-brace.</p>	<p>Key skills</p> <p>WALT: join 2 pieces of cardboard together using the following joins: tabs and hole punch with string.</p>	<p>Key skills</p> <p>WALT: join 2 pieces of cardboard together using the following joins: split pin and cut and join into the slots.</p>	<p>Key skills</p> <p>WALT: use shape and finishing techniques to include: fringe, scrunch and curl.</p>	<p>Key skills</p> <p>WALT: use shape and finishing techniques to include: link, bend and fold.</p>

		Key Vocabulary: <ul style="list-style-type: none">- techniques – a way of carrying out a particular task- join – to combine two pieces together						
Music		Voices WALT: learn and sing a range of songs for different celebrations. Harvest	Voices WALT: learn and sing a range of songs for different celebrations. Harvest	Voices WALT: learn and sing a range of songs for different celebrations. Harvest	Voices WALT: learn and sing a range of songs for different celebrations. Harvest	Voices WALT: learn and sing a range of songs for different celebrations. Harvest	Voices/Performance WALT: perform a range of songs to an audience. Harvest	Voices WALT: learn and sing a range of songs for different celebrations. Remembrance
		Key Vocabulary: <ul style="list-style-type: none">- pitch – how high or low a sound is- tone – musical sound that repeats in a regular way- timing – the steady beat and pattern of long and short sounds- tempo – the speed at which a piece of music should be played/sung						
PSHE		Welcome to School WALT: understand what rules are and why they are needed.	Welcome to School WALT: understand why different rules are needed for different situations.	Welcome to School WALT: about the different roles and responsibilities people have in their school community.	Emotions WALT: understand we all feel different emotions and that it is ok.	Emotions WALT: recognise and name different emotions and how they can make us feel.	Emotions WALT: create an emotion potion of how we are feeling.	Inset Day
		Key Vocabulary: <ul style="list-style-type: none">- rules – something that you follow to keep you and others safe- roles – the part played by a person- responsibilities –doing what you are expected to do- emotions – a strong feeling- feelings – how you feel inside your body and mind						
Curriculum Enhancements				Walk to our local park		Activities linked to Mental Health Awareness Day including apple crumble making	Harvest Assembly – children will talk about their favourite fruit or vegetable as well as sing a selection of songs.	

Autumn 2

Week Commencing:	03/11/25	10/11/25	17/11/25 Assessment Week	24/11/25 Assessment week	01/12/25	8/12/25	15/12/2025
Maths	Place Value within 100 <ul style="list-style-type: none"> Use a place value chart Flexible partitioning Number lines Estimate on a number line 	Place Value within 100 <ul style="list-style-type: none"> Find 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers End of topic assessment 	Shape <ul style="list-style-type: none"> Recognise and name 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Vertical lines of symmetry 	Shape <ul style="list-style-type: none"> Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Complete assessments 	Shape <ul style="list-style-type: none"> Sort 2D and 3D shapes Make patterns with 2D and 3D shapes End of topic assessment Consolidation tasks 	Apply our knowledge and digging deeper <ul style="list-style-type: none"> Problem solving Word problems Addressing any misconceptions 	Apply our knowledge and digging deeper <ul style="list-style-type: none"> Problem solving Word problems Addressing any misconceptions
English	Toys In Space – Recount WALT: write effective sentences for a recount. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2 – Place Value of Spelling WALT: recognise consonants and vowels. (2 lessons) WALT: understand compound words. (3 lessons)	Toys In Space – Recount WALT: write effective sentences for a recount. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2: Place Value of Spelling WALT: understand morphology. (3 lessons) WALT: understand the suffix -s and -es. (2 lessons)	Non-chronological report – Marvellous Minibeasts WALT: collate information about minibeasts. WALT: understand key features of a non-chronological report. WALT: write effective sentences for a non-chronological report. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2: Place Value of Spelling WALT: understand the suffix -s and -es. (2 lessons) WALT: understand the suffix -y. (3 lessons)	Non-chronological report – Marvellous Minibeasts WALT: write effective sentences for a non-chronological report. WALT: plan effective sentences for a non-chronological report. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2: Place Value of Spelling WALT: understand the suffix -ed. (3 lessons) WALT: understand the suffix -ing. (2 lessons)	Non-chronological report – Marvellous Minibeasts WALT: write effective sentences for a non-chronological report. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2: Place Value of Spelling WALT: understand the suffix -ing. (1 lesson) WALT: understand the prefix un-. (3 lessons) WALT: understand the prefix re-. (1 lesson)	Poetry Christmas Poems WALT: listen to a range of Christmas poems. WALT: plan an acrostic poem. WALT: write an acrostic poem. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2: Place Value of Spelling WALT: understand the prefix re-. (2 lesson) WALT: understand the suffix -ly. (3 lessons)	Poetry Christmas Poems WALT: write an acrostic poem. WALT: perform our Christmas poem. Y1 and some Y2 children will continue with daily phonics linked to Little Wandle. Y2: Place Value of Spelling WALT: understand the suffix -er and -est. (5 lessons)
Science	Living Things and Their Habitat How are living things adapted to their habitat? WALT: identify that most living things live in a habitat to which they are suited.	Living Things and Their Habitat What is a food chain? WALT: construct a simple food chain.	Living Things and Their Habitat WALT: show our understanding or what we have learnt.	Seasonal Changes When is winter? WALT: observe and describe changes across the four seasons.	Seasonal Changes What is the weather like in winter? WALT: observe and describe weather associated with the seasons and how the day length varies.	Seasonal Changes What events happen during winter? WALT: observe and describe changes across the four seasons.	Seasonal Changes What changes happen between autumn and winter? WALT: observe and describe changes across the four seasons.

	Key Vocabulary: <ul style="list-style-type: none"> - adapted – the act or process of adapting or the state of being adapted - suited – to be acceptable to - food chain – a series of living things that feed on each other - winter – the coldest season of the year - daylight hours – the time between sunrise and sunset - temperature – a measure of how hot or cold something is 						
History	Toys – Change within living memory How can we find out about the past? WALT: become history detectives.	Toys – Change within living memory What are our toys like now? WALT: compare toys from the past and present, looking at things that are the same and things that are different.	Toys – Change within living memory What was my favourite toy as a baby? WALT: discuss and answer questions about the past.	Toys – Change within living memory What were our caregivers’ toys like and how do we know? WALT: compare changes in toys overtime.	Toys – Change within living memory What were our older relatives’ toys like and how do we know? WALT: sort and classify old and new toys.	Toys – Change within living memory Final Response - How have children’s toys changed since our grandparents were little? WALT: compare similarities and differences between old toys and new toys.	Toys – Change within living memory End of topic quiz WALT: assess our learning outcomes.
	Key Vocabulary: <ul style="list-style-type: none"> - new – something that has just been made, discovered or bought - old – something that has been around for a long time - past – having happened or gone by at an earlier time - present – happening now, in this time - modern – relating to the present or recent times - timeline – a way of showing events in the order they happened 						
PE	Rackets, bats and balls WALT: use a racket to hit the ball with accuracy.	Rackets, bats and balls WALT: combine hitting a ball (with a racket) with accuracy and power.	Rackets, bats and balls WALT: hit (striking) a ball (with a racket) with accuracy and power to beat an opponent.	Rackets, bats and balls WALT: use their hitting (striking) skills to send the ball to space in order to win a game.	Rackets, bats and balls WALT: strike the ball with intent.	Rackets, bats and balls WALT: apply our skills to a game.	No PE this week
	Key Vocabulary: <ul style="list-style-type: none"> - accuracy – how close something is to the real, correct answer or target - power – having the ability to do something, being strong - opponent – someone who you play or compete against in a game - space – an open area - intent – a plan or purpose for what you want to do 						
RE	THEMATIC 1.10: What does it mean to belong to a faith community? (Links to Cornwall) WALT: recognise that loving others is important in lots of communities	THEMATIC 1.10: What does it mean to belong to a faith community? (Links to Cornwall) WALT: say simply what Jesus and one other religious leader has taught about loving other people.	THEMATIC 1.10: What does it mean to belong to a faith community? (Links to Cornwall) WALT: give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.	THEMATIC 1.10: What does it mean to belong to a faith community? (Links to Cornwall) WALT: identify at least two ways people show they love each other and belong to each other when they get married. (Christian and/or Jewish and non-religious)	THEMATIC 1.10: What does it mean to belong to a faith community? (Links to Cornwall) WALT: give examples of ways in which people express their identity and belonging within faith communities and other communities.	Christmas Nativity play WALT: retell the story of the birth of Jesus.	THEMATIC 1.10: What does it mean to belong to a faith community? (Links to Cornwall) WALT: talk about what we think is good about being in a community and for people in faith communities giving a good reason for our ideas.

	Key Vocabulary: <ul style="list-style-type: none"> - community – a group of people living in the same place - faith – a strong belief in a religion - symbols – special pictures or signs that stand for an idea or object - ceremony – a special event to celebrate an important occasion 						
Computing	Programming – Scratch Jnr WALT: create characters that race each other at different speeds.	Programming – Scratch Jnr WALT: create characters that race each other at different speeds.	Programming – Scratch Jnr WALT: create an animated scene with characters that talk to each other using speech bubbles.	Programming – Scratch Jnr WALT: create an animated scene with characters that talk to each other using speech bubbles.	Programming – Scratch Jnr WALT: create an animated scene with speech bubbles and debug my code.	Programming – Scratch Jnr WALT: create an animated scene with speech bubbles and debug my code.	No lesson this week
	Key Vocabulary: <ul style="list-style-type: none"> - algorithm – a set of instructions/rules to follow - code – program instructions - debug – find and fix a problem 						
Art & Design	Key Skills WALT: create a piece of artwork using colour, texture and form. Firework pictures	Key Skills WALT: use watercolours to create a piece of artwork. Poppy fields – inspiration from Robert Vonnoh’s In Flanders Field, Where Soldiers Sleep and Poppies Grow (1890).	Monochromatic WALT: recreate a piece of artwork by Christa Rijneveld using lines.	Monochromatic WALT: create our own piece of line artwork inspired by Christa Rijneveld.	Monochromatic WALT: discuss and describe monochromatic drawings in groups.	Christmas WALT: design a Christmas card.	Christmas WALT: design a snowman or robin. Pom poms
	Key Vocabulary: <ul style="list-style-type: none"> - pressure – to press down - represent - to use artwork to show something from the real world - evoke – to call forth or bring out an emotional response in the mind or body - vertical line – lines that go up and down - horizontal line – lines that go side to side 						
DT	Toy Makers Workshop What makes a toy fun and safe? WALT: explore toys and talk about what makes them fun and safe.	Toy Makers Workshop How do we plan to make a toy? WALT: draw a simple plan for my toy and choose materials to use.	Toy Makers Workshop What skills do we need to make a toy? WALT: practise cutting and joining materials safely.	Toy Makers Workshop How can we build a toy that works? WALT: build a toy using a plan, choosing materials and adding moving parts.	Toy Makers Workshop What makes a toy work well and be fun to play with? WALT: test my toy to see how well it works and how to make it better another time.	Christmas WALT: make a Christmas card.	Christmas WALT: make a snowman or robin. Pompoms
	Key Vocabulary: <ul style="list-style-type: none"> - build - make something by putting parts together - plan – thinking ahead before you start something - safe - something that won’t hurt you if you use it properly and carefully - test - try something out to see if it works - improve - to make something better - functional - it works and does what it’s meant to do 						

Music	Voices WALT: learn and sing a range of songs for different celebrations. Remembrance	Voices WALT: learn and sing a range of songs for different celebrations. Nativity	Voices WALT: learn and sing a range of songs for different celebrations. Nativity	Voices WALT: learn and sing a range of songs for different celebrations. Nativity	Voices WALT: learn and sing a range of songs for different celebrations. Nativity	Voices/Performance WALT: perform a range of songs to an audience. Nativity	Voices/Performance WALT: perform a range of songs to an audience. Carols around the tree
	Key Vocabulary: <ul style="list-style-type: none"> - pitch – how high or low a sound is - tone – musical sound that repeats in a regular way - timing – the steady beat and pattern of long and short sounds - tempo – the speed at which a piece of music should be played/sung 						
PSHE	Everyday Safety WALT: understand the everyday dangers indoors.	Everyday Safety WALT: understand the everyday dangers outdoors.	Everyday Safety WAL: how to contact the emergency services.	Basic First Aid WALT: understand basic first aid.	Basic First Aid WALT: feel confident to help someone who needs first aid	Basic First Aid WALT: perform simple first aid on another person.	No lesson this week
	Key Vocabulary: <ul style="list-style-type: none"> - risk – the chance of getting hurt or losing something - dangers – things that could hurt or harm them - harmful – causing or likely to cause harm; dangerous - confident – believing in yourself and your abilities, like having an inner feeling that says, "I can do this". - Injury – damage that causes you physical or mental pain or hardship 						
Curriculum Enhancements	9 th - Sing at the church for Remembrance with Nankersey Male Voice Choir	Remembrance Day – 11 th Healthy Eating Workshop – Make and eat fruit/vegetable faces – 12 th		Cinema Trip – 25 th	4 th – Lappa Valley visit	Christmas Production 8 th & 9 th	Carols around the tree