

| Subject | 30/10 | 6/11 | 13/11 | 20/11 | 27/11 | 4/12 | 11/12 & 18/12 |
|---------|---|---|--|---|--|--|--|
| Maths | Ordinal numbers | HEADSTART MATHS TESTS | Numbers to 20 | Numbers to 20 | Addition and Subtraction within 20 | Addition and Subtraction within 20 | Length |
| English | <p>COLD TASK defeating the monster</p> <p><u>The 3 Pigs – defeating the monster</u> Imitation Learn text, retell, create map</p> <p>Poetry – ongoing learning songs and rhymes.</p> | HEAD START READING COMPREHENSION | <p>HOT TASK Information text</p> <p><u>The 3 pigs Innovation</u> Retell new class version, map and box up.</p> <p>Shared writing, guided writing,</p> | <p>COLD TASK instructions</p> <p><u>Invention</u> Plan and write own story</p> <p><u>Publication</u></p> | <p>Non-Fiction: instructions <u>Imitation</u> Learn text, retell, create map</p> | <p><u>Innovation</u> Retell new class version, map and box up.</p> <p>Shared writing, guided writing,</p> | <p>HOT TASK – defeating the monster</p> <p><u>Invention</u> Plan and write own text</p> |
| GPS | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 2 Tricky words: people, house, about, have, like.</p> | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 3 Tricky words: Mr, Mrs, don't, by, some, come.</p> | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 4 Tricky words: looked, time, your, called, were.</p> | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 5 Tricky words: asked, there.</p> | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 6 Tricky words: water, where, day, when.</p> | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 7 Tricky words: out, made, came, who, because.</p> | <p>Phonics & Handwriting Recall phase 2/ 3 graphemes</p> <p>Phase 5 – week 8 Tricky words: one, make, here, again, different.</p> |

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| Science | <p>To Work Scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group a variety of everyday materials on the basis of their simple physical properties</p> | | | | | |
| | Naming Materials | Materials and objects | Properties | Testing Properties | Materials Investigation | Sorting Materials |

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| History | Taught before ½ term | | | | | |
| Geography | <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non EU community | | | | | |
| | Great Waldingfield and Sudbury Physical location | Kenya (Handa's surprise) Physical location Key Landmarks | Kenya Human Geography | Similarities and differences between Kenya and UK | | |
| DT | <p>Design and Technology – Ongoing</p> <p>Design: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate: evaluate their ideas</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Food Technology:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. | | | | | |

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| | Building a house for the 3 pigs – design and make | Building a house for the 3 pigs – make cont. and evaluate | Food tech Fruit smoothies | Food tech 'wolf' soup | | | |
| Art | Taught before ½ term | | | | | | |
| MFL | Listen attentively to spoken language and show understanding by joining in and responding. Describe people, places, things and actions in speech. Fruit. | Animals. | Colours to describe fruit and animals. | Classroom objects. | Classroom objects. | Numbers. | Numbers. |
| Music | Nativity songs – Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | | | | | | |
| PE | Thursday – Outside ball skills with hands – tag rugby. Friday – Dance 'All About Me' I-moves plan. | <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending. • perform dances using simple movement patterns. | | | | | |
| Computing | Ongoing: <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school. Computer skills Using a track pad, switching on and shutting down, applications and Windows, folders and saving work, dragging, applying these skills to create a piece of work. | | | | | | |

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| RE | Suffolk Scheme Belonging Judaism Mitzvot/tzedakah Engage with the concept of Mitzvah | Enquire into how Mitzvot make Jewish people feel they belong to God. | Explore that a Bible Story says about Mitzvot. | Explore the welcoming of a baby in the Synagogue | Explore the idea of Tikkun Olam in Jewish living. | Evaluate the RE learning about the importance of good deeds to Jewish Families. | Express your RE learning so it can be shared with others. |
| PSHE | Taught before ½ term. | | | | | | |