

Crayke Church of England Primary School

Curriculum Learning Tree

Apple Class Autumn 1 Term 2 2023

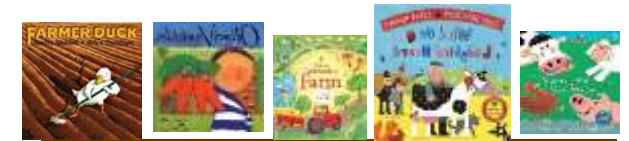
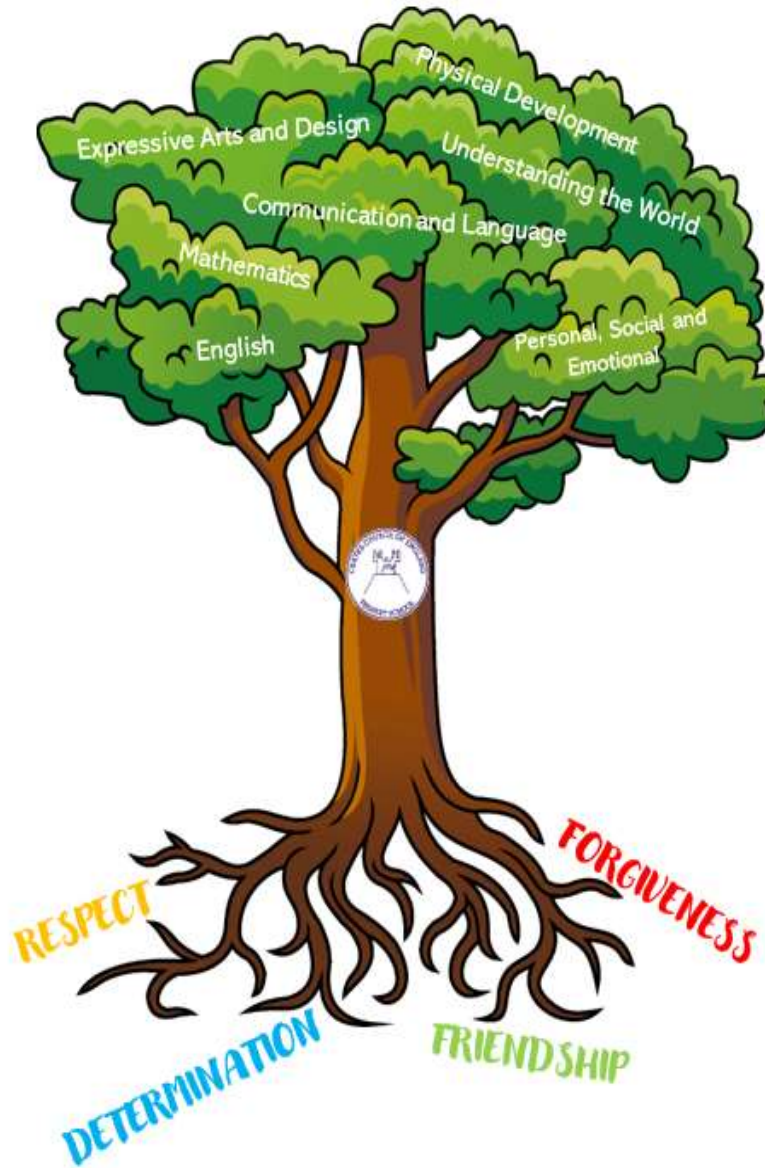
Theme: Fabulous Farming/Christmas

Enquiry Question: What job does a farmer do?

Maths

- One more
- One less
- Composition of 1, 2 and 3
- Identify and name circles and triangles
- Compare circles and triangles Shapes in the environment
- Describe position
- Find 4 and 5
- Subitise 4 and 5
- Represent 4 and 5
- 1 more 1 less
- Composition of 4 and 5
- Composition of 1-5
- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Vocabulary: Hunt, look, notice, remember, places, positional, In, on, under, over, above, below, next to, inside, outside 1, 2, 3, 4, 5, count, more than, plus, add, equals, group, total, set What do you see? How many? Amount, total, number, numerals, number names, one less, fewer, count, counting, point, same, different, sort, groups whole, parts, smaller, part-whole model, add, plus, equals, number sentence, shapes, circle, triangle, sides, curve, straight, 4, corners, square, rectangle, 2D shape, equal, same, different, flat, today, tomorrow, weekend, days, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, before, first, next, last, order, sequence



Key Text Bookshelf

English

Phonics – Little Wandle – Phase 2 graphemes ff, ll, ss, j, v, w, x, y, z, zz, qu, words with 's' at the end, ch, sh, th, ng, nk Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

Handwriting – Letter formation – Penpals, Foundation 2 Workbook 1, Little Wandle sessions.

- Know how to write their name by copying it from their name card or try to write it from memory.
- Know that writing communicates meaning.
- I am starting to form letters from my squiggle.
- I am starting to compose a sentence orally before writing it
- Know that marks can have meaning
- Know that print carries meaning and in English, is read from left to right and top to bottom.
- Know how to draw lines and circles

Daily Dough Disco

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Expressive Arts and Design- Focus on Kandinsky/Fiona Rae

- Explore different materials freely, to develop their ideas about how to use them and what to make. Junk model making, art and craft area – free access
- Explore colour and colour mixing- Daily access to paints
- Create collaboratively, sharing ideas, resources and skills – Junk modelling materials, cardboard saws, scissors, glue, tape
- Create closed shapes with continuous lines and begin to use these shapes to represent objects- Squiggle sessions, playdough, clay, malleable play
- Listen attentively, move to and talk about music, expressing their feelings and responses. – Charanga Music, outdoor musical instruments
- Draw with increasing complexity and detail, such as representing a face with a circle and including detail – Draw a person half termly assessment
- Show different emotions in their drawings and paintings, like happiness, sadness, fear – daily drawings
- Charanga Music units – My Stories

*Listen and Respond

*Explore and create

* Sing

* Share and perform

Vocabulary – Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, marching, tapping, jumping, blinking, animal names, glockenspiel, clap, sing, song, names, track, voice, family names, music, instruments, happy, sad, anxious, worried, cheerful, tired, eyes, nose, mouth, lips, fingers, hands, palm, elbows, hips, chest, tummy, legs, knees, ankles, feet, toes ...

Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient – Penpals, daily writing within phonics sessions, daily name writing, squiggle.
- Develop their overall body strength co-ordination, balance and agility needed to engage successfully with future physical education sessions – Go Noodle, Go Danny GO, daily 10 min run, Dough disco, Lucy, Zumba, forest school
- Know and talk about different factors that support their overall health and wellbeing (Toothbrushing) Hydration station, daily discussions re healthy body healthy mind, 10-minute daily run, breathing techniques, Zumba and cosmic yoga sessions
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor–Focus on how to sit at the lunch table. Children will be encouraged to sit using a good posture at all times, our daily hr of teacher led physical activity as well as forest schools, outdoor provision, will help develop strength
- Begin to show accuracy and care when drawing – draw a person
- Use a range of small tools, including scissors, paintbrushes and cutlery –scissors available at all times in the craft area and playdough area, different tools in the playdough. Saws and peelers during forest school. Different size paintbrushes available in craft area. Children encouraged to use cutlery at lunch.
- Revise and define the fundamental movement skills they have acquired – walking, running, jumping ... - Complete PE Hands 1
- **Vocabulary:** hands, ball, space, close ,freeze, moving, fast, slow, control, roll, score, bounce, body, strongly, softly, high, possession, defend, low, left, right, partner, aiming, rules

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Communication & Language – PRIORITY AREA

- Understand how to listen carefully and why listening is important – carpet session rules,
- Engage in story time – Answering questions, telling us which part they enjoyed, talking about the characters – story time takes place in the afternoon when they eat snack.
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary – Fabulous Farming related
- Ask questions to find out more and to check they understand what has been said to them
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate- throughout the day
- Hold conversation when engaged in back and forth exchanges with their teacher and peers -throughout the day
- Articulate their ideas and thoughts in well-formed sentences – lots of modelling sentences and repeating correctly what that child has said
- Develop social phrases – adults modelling lots of simple phrases to the children.

Personal Social and Emotional

- Build constructive and respectful relationships – turn taking games, adult modelled behaviour
- See themselves as a valuable individual – during carpet sessions and during the day knowing that their contributions are valued. Daily affirmations, we discuss what they mean
- Show resilience and perseverance in the face of challenge - being encouraged to do their very best and not to give up. Learnt within the school day and through school values.
- Manage their own needs – Children are encouraged to put their own jumpers and coats on. Manage their own personal hygiene; Blowing their nose, washing hands before snack and lunch. Flushing the toilet, washing hands and putting paper towels in the bin. Looking after our own belongings; coats, jumpers, bookbags, water bottles, PE kits and forest school kits
- Consider the feelings of others – Kind words, daily kindness activities (kindness calendar)
- Health and wellbeing – sensible amounts of screen time, breathing techniques and yoga
- Being a safe pedestrian – Village walks, Autumn walks include safety in the wet weather, being seen – wear hi vis
- Vocabulary – fair, unfair, share, care, similar, different, same, consequences, helpful, rules, kind, gentle, responsibility, decision, view, opinion, compromise, discuss, compliment, emotion, positive, proud, challenge, successful, friend, point of view, healthy, unhealthy, resilient, ready, respect, safe, British Values, democracy.

Understanding the World

- Talk about the lives of the people around them and their roles in society – farmers, staff in school, vicar,
- Understand the effect of changing seasons on the natural world around them – Forest school sessions on Autumn/Winter. Observing weather on a daily basis before our 10-minute run.
- Describe what they see, hear and feel whilst outside – VIP sessions.
- Explore the Natural World around them - Children have opportunities throughout the day to explore the natural world as well as during Forest school sessions. Make observations and begin to identify stages of the life cycle: human, animal and plant.
- Understand the importance of caring for animals- looking after our environment: looking after the chickens, snails, tortoises, school grounds litter pick.
- Explore the natural world around them,- Forest school sessions, village walk (looking at fields and animals
- Vocabulary – cloudy, wet, cold, sunny, windy, calm, breezy, overcast, teacher, TA, cook, office, headteacher, cleaner, caretaker, well-being lady, classes, Apple, Beech, Holly, Oak, farmer, fields, crops, cows, sheep.
- RE – Which people are special and why? Why do Christians perform nativity plays at Christmas
Vocabulary – community, church, caretaker, teachers, TAs, headteacher, office staff, police, ambulance, air ambulance, vicar, religion, faith, friendship, life, likes, dislikes, Jesus, stories, Guru Nanak, prophet Muhammad, the Buddha, Christmas, Nativity, Mary, Joseph, Jesus, Donkey,