

What are you going to teach?	2.11 AASB	9.11 Remembrance day	16.11 Anti bullying week	23.11 AASB	30.11 Annunciation	7.12 Christmas	14.12 Christmas
<b>English</b>	To introduce the story of The Angel and The Solider Boy and sequence events in the story. (AASB)	To observe pictures of wartime/remembrance day to create a poem	To use drama to respond to the story of AASB.	To use story language to retell the beginning of AASB	To use story language to retell middle of story. AASB	To use story language to retell end of story. AASB	To write a Christmas Message on cards
<b>Letters and sounds</b>	ee <b>Revise-previous Teach</b> New grapheme Teach tricky words <i>he, she, we</i> <b>Practice/apply</b>	igh <b>Revise-previous Teach</b> New grapheme Teach tricky words <i>me, be, was</i> <b>Practice/apply</b>	oa <b>Revise-previous Teach</b> New grapheme Teach tricky words <i>you, they, all</i> <b>Practice/apply</b>	oo <b>Revise-previous Teach</b> New grapheme Teach tricky words <i>are, my, her</i> <b>Practice/apply</b>	ar <b>Revise-previous Teach</b> New grapheme Teach: <i>keyword revision</i> <b>Practice/apply</b>	or <b>Revise-previous Teach</b> New grapheme Teach: <i>keyword revision</i> <b>Practice/apply</b>	ur <b>Revise-previous Teach</b> New grapheme Teach: <i>keyword revision</i> <b>Practice/apply</b>
<b>Maths</b>	To understand and use vocabulary related to time(week days/seasons). To follow instructions which include straight and turning commands (bee bots)	To solve the missing number in number sentences	To say and write the number that is 1/10 more than a given number.	To know what each digit in a number represents and to partition a 2 digit number using TU.	To add 1 more and ten more in a real life context. (Money)	Maths Investigations To develop problem solving strategies	To understand and use the vocab of estimation and approximation

<b>Science</b>	To identify light sources	To understand how and why we have day and night	To explore how day length varies	To know that dark is the absence of light	To predict the best material for Sasha's curtains CC Literacy	To explore the best material for Sasha's curtains CC Literacy	To conclude the best material for Sasha's curtains. CC Literacy
<b>Computing</b>	To word process using shift, space and enter	To use the stylus on Netbooks to create a poppy	To word process and change colour of message from guardian angel (clicker 6)	To develop mouse control to paint an angel <b>(2Paint)</b>	To word process title for AASB books and change font and size	To word process a Christmas card message (MA to save independently)	To edit Christmas message (MA), changing font, colour and size
<b>R.E. (M)</b>	To understand that Angels are messengers or guardians of God	To explore what happens during acts of remembrance	To demonstrate an awareness of a Christian Story from the Old Testament (Daniel – angel as guardian)	To demonstrate an awareness of how Christians prepare for Christmas.	To demonstrate an understanding of The Annunciation (A)	To demonstrate a familiarity with the Christmas story.	To know that some stories are important to Christians.
<b>Art</b>	To develop colour mixing skills using a black background	To create a fabric poppy (sewing)	To create an Angel Portrait in the style of Da Vinci with paint (cc. Spirituality)	To explore colours using pastels	To create an Angel Portrait in the style of Ivan Guaderrama with pastels	To design a Christmas card	To make a Christmas card using tools appropriately
<b>Music</b>	To listen to Angel and the Soldier Boy music To explore and express their ideas about music using movement and dance.	To listen to the 'Last Post' to explore feelings at that time	To use their voices expressively by singing Christmas songs			To rehearse and perform with others.	To listen to a Christmas song and understand that music is used for particular purposes.
(Dance) <b>P.E.</b>	To explore different levels - Top/ground floor	To learn to work in a pair using dance skills: slow, smooth	To learn to use a 'Pause' in a dance motif, individually and with a partner	To learn to incorporate a Jump into a sequence.	To learn to use contrasting Speeds individually and in a small group	To perform dance incorporating skills learnt.	To explore movement and select favourite to create a Motif individually and

							in a small group
<b>D.T.</b>	To use sketching skills to design an angel	To select and use a range of tools to make an angel using clay	To use paints to decorate angel	To evaluate their product against their design	To Design a Christmas card	To create a hall decoration – using a variety of materials	To make Christmas card
<b>Geography</b>	To use secondary sources to find out about islands	To understand where WW1 took place	To use basic geographical vocabulary to refer to physical/human features of an island	To use WWO skills to create a group island using selected materials	To use geographical knowledge to create an island Treasure Map	To use geographical knowledge to create an island Treasure Map	
<b>History</b>	To understand that some events in British culture are celebrated at the same time every year – Guy Fawkes	To develop an understanding of why WW1 took place.					Cc RE to use the language of time to understand that the Christmas Story happened 2000 years ago.
<b>PSHCE</b>	‘getting on and falling out’ Friendship- the hello and welcome game (p.6) To understand what is a good friend.	To use drama to explore the feelings of different people on remembrance day	Anti bullying week activities  ‘getting on and falling out’ listening- To listen well to other people who are talking.	‘getting on and falling out’ Getting angry and falling out (p.9)- To understand own emotions. To know strategies to help calm down emotions.	‘getting on and falling out’ Making up (p.10)- To know how to resolve issues. To use problem solving to sort out problems.	‘getting on and falling out’ Children to create posters of successful paired/group work. To know and understand the importance of WWO skills.	‘getting on and falling out’ Children to create display of ‘ways to calm down’ To know how to deal with own emotions.
<b>WWO</b>	To practice non-verbal communication skills To choose star of the week	To practice non-verbal communication skills	To work co-operatively in a group	To work co-operatively in a group	To work co-operatively in a group	To ask simple questions	To ask simple questions

