

AUTUMN TERM 1		STEAM FOCUS: MATHS	
ALL ABOUT ME: 8 WEEKS		Science, technology, engineering, arts, maths	
BIG QUESTION	Do Longer legs run faster?		
PROJECT OUTCOME	Investigation: Measure and order leg lengths. Races and record data Interpret results to conclude.		


STEAM LEARNING	
MATHS	<p>Number and Place Value Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations, including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words <p>White Rose Maths. Place Value within 10 (6 weeks) L1 – Sort objects L2 – Count objects L3- Count objects from a larger group. L4- Represent objects L5 – Recognise numbers as words L6 – Count on from any number L7 – 1 more L8 – Count backwards within 10 L9- 1 less L10- Compare groups by matching L11 – Fewer, more, the same L12 – less than , greater than, equal to L13 – Compare numbers L14 – Order objects and numbers L15-The number line L16- 1p, 2p, 5p and 10p coins L17 Assessment</p> <p>White Rose - Additions and subtraction within 10 (2 weeks) L1- Introduce parts and wholes L2 – Part-whole model L3 – Write number sentences. L4 – Fact families – addition facts L5 – Number bonds within 10. L6 - - Systematic number bonds within 10</p> <p>HOMEWORK: READ, WRITE AND SPELL NUMBERS TO TEN AS NUMERALS AND WORDS. one, two, three, four, five, six, seven, eight, nine, ten. EXTENSION: NUMBERS TO TWENTY ADDITIONAL: Recognise 1p, 2p, 5p and 10p coins. How many ways can you make 10p?</p>
	<p>PLACE VALUE ADD & SUBTRACT MULTIPLY & DIVIDE FRACTIONS MEASUREMENT GEOMETRY STATISTICS ALGEBRA RATIO AND PROPORTION</p>

ENGLISH	<p>English Objectives: Spoken Language.</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge. • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • speak audibly and fluently with an increasing command of Standard English. • select and use appropriate registers for effective communication. • gain, maintain and monitor the interest of the listeners. <p>Word reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <p>Reading Comprehension: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p>Writing Transcription: Spelling</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. <p>Handwriting:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly. <p>Writing Composition: Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about. <p>Writing: Vocabulary, grammar and punctuation: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words. <p>SKELETONS: TEXT : Funnybones by Janet and Allan Ahlberg Funny Bones by Janet & Allen Ahlberg. Funny, charming Children's story. Audiobook Read-Aloud. (youtube.com)</p> <p>Imitation: reading; book talk; ordering; drama; text map; oral rehearsal. Innovation: boxing up/ chunking, changing, a chunk. Application: new retelling.</p> <p>CONKERS: EXTENDED TEXT: The Conker as Hard as a Diamond – Chris Powling POETRY _ The Hard life of a Conker and Other Poems about Seasons – compiled by Brian Moses. Conker walk; describing words; adjective poems; rhyming words.</p> <p>DIWALI: EXTENDED TEXT: Hanuman, based on Valmiki's Ramayana - Erik Jendresen (Adapter), Li Ming (Painter), Joshua M. Greene (Adapter) Hanuman and the Sun story – book talk; ordering; oral rehearsal; sentence writing. Team shadow puppet performances of Hanuman and the Sun. Follow up : October 20th Diwali Diwali Story - CBeebies (bbc.co.uk)</p> <p>GUNPOWDER PLOT: Some of our English sessions this term will be linked to our history.</p> <p>HOMEWORK: READ AND WRITE ALL SET 1 SOUNDS: a b c d e f g h I j k l m n o p r s t u v w x y z qu sh ch th nk ng Read Write Inc.: How to say the set one, set two and set three sounds Extension: use set 1 sounds to spell simple words: e.g.- up; at; cat; bug; dog; clip; ship; chat; cash; pink; think; thing.</p>	<p>NARRATIVE BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON - CHRONOLOGICAL REPORTS INFORMATION TEXT PERSUASIVE WRITING RECOURT POETRY</p>
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SCIENCE	<p>Animals including Humans: Objectives</p> <p>Children should use the local environment throughout the year to explore and answer questions about animals in their habitats. They should understand how to take care of animals taken from their local environment and need to return them safely after study. Children should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals including those kept as pets. Children should have plenty of opportunities to learn the names of the main body parts (including, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs, rhymes. Children might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals (fish, amphibians, reptiles, birds, mammals) • Identify and name common animals that are herbivores, carnivores and omnivores. • Describe and compare the structure of a range of common animals (fish, amphibians, reptiles, birds, mammals) including pets. <p>Chris Quigley: Milestone 1. Biology</p> <p>Animals and humans: Identify, classify and observe. Living things: Investigate differences.</p> <p>Unit: Naming and grouping animals KS1 Science Oak National Academy (thenational.academy)</p> <p>L1 – Naming and grouping familiar animals L2 – Naming mammals L3 – Naming birds and reptiles L4 – Naming fish and amphibians L5 – Animal structure L6 – What animals eat.</p> <p>Seasonal Changes: Objectives</p> <p>Children should observe and talk about changes in the weather and seasons. Children should be warned that it is not safe to look at the sun, even when wearing glasses. Children might work scientifically by making tables and charts about the weather; making displays about the world around them, including day length, as the seasons change.</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with each season and how the day length varies. <p>Chris Quigley Milestone 1: Physics</p> <p>Earth and space: Observe seasonal changes.(Chris Quigley – Conscious Connections: Science: Earth and space Observe seasonal changes. Geography Explore weather and climate in the United Kingdom and around the world)</p> <p>Introduction: The Calendar (Poem by Barbara Euphan Todd – Autumn verse)</p> <p>L1 – Introducing the weather Lesson: Introducing the weather KS1 Geography Oak National Academy (thenational.academy)L2 - measuring the weather. Lesson: Measuring the weather KS1 Geography Oak National Academy (thenational.academy)L3 – Introducing the seasons.Lesson: Introducing the seasons KS1 Geography Oak National Academy (thenational.academy) L4 – Weather and the seasons.Lesson: Weather and the seasons: autumn KS1 Geography Oak National Academy (thenational.academy)L5 – Signs of Autumn Lesson: Signs of autumn KS1 Science Oak National Academy (thenational.academy)L6 – Weather in Autumn Lesson: Weather in autumn KS1 Science Oak National Academy (thenational.academy)</p> <p>INVESTIGATION linked to shadow puppet performance -The lost Coin (we need light to see) Shadow investigation (Shadow is an absence of light).</p>	<p>WORKING SCIENTIFICALLY</p> <p>PLANTS</p> <p>ANIMALS INCLUDING HUMANS</p> <p>ROCKS, EVOLUTION AND INHERITANCE</p> <p>LIVING THINGS AND THEIR HABITATS</p> <p>MATERIALS</p> <p>STATES OF MATTER</p> <p>LIGHT</p> <p>SOUND</p> <p>ELECTRICITY</p> <p>FORCES</p> <p>SEASONAL CHANGES, EARTH & SPACE</p>
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DESIGN TECHNOLOGY	<p>Sheet materials: Objectives</p> <ul style="list-style-type: none"> • Fold, tear and cut paper and card. • Roll paper to create tubes. • Cut along lines straight and curved. • Curl paper. Use a hole punch. <p>L1- tearing L4 - curling Paper Curl, Roll, Spiral (youtube.com) L2- cutting L5 –rolling to make tubes L3-folding How To Make a Paper Fortune Teller - EASY Origami (youtube.com) L6 – making holes safely</p> <p>Chris Quigley; 1.1- What is design and technology?</p>	<p>TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES</p> <p>SHEET MATERIALS</p>
COMPUTING	<p>Recognise the way we use technology in the classroom: Objectives</p> <ul style="list-style-type: none"> • Recognise the ways technology is used in my home/ classroom • Use links to websites to find information • Begin to identify some benefits of using technology. <p>Computing systems and networks – Technology around us (teachcomputing.org)</p> <p>L1- Technology in our classroom L4-Using a keyboard L2-Using technology L5- Developing keyboard skills L3-Developing mouse skills L6- Using a computer responsibly</p>	<p>E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING</p> <p>TECHNOLOGY IN OUR LIVES</p>
PHYSICAL EDUCATION	<p>Objectives:</p> <p>Acquiring and developing skills.</p> <ul style="list-style-type: none"> • Be confident and safe in the spaces used to play games. • Explore and use skill, actions and ideas individually and in combination to suit the game they are playing. <p>Selecting and applying skill, tactics and compositional ideas.</p> <ul style="list-style-type: none"> • Choose skills effectively for particular games. <p>Knowledge and understanding of fitness and health.</p> <ul style="list-style-type: none"> • Recognise how their body feels when still and exercising. • Recognise and describe what their bodies feel like during different types of activity. • Know that being active is good for them. • Know how to carry and place apparatus. <p>Evaluating and improving performance.</p> <ul style="list-style-type: none"> • Use their observations to improve performance. <p>PE HUB Send and Return Unit 1 and 2 Unit 1 The PE Hub</p> <p>L1 – slide a beanbag to a target. L2-exploring hitting to targets and partners. L3- move towards a ball to return it. L4 -work with a partner to stop and return a beanbag L5-rally over a bench. L6-2 VS 2 over a bench L7- send a ball over a net/ bench to our partner. L8- track and stop a moving object with both hands</p> <p>FOREST SCHOOL WEEKLY (OAA)</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <ul style="list-style-type: none"> • Follow simple route and trails, orientating themselves successfully <p>Solve simple challenges and problems successfully</p>	<p>ATHLETICS GAMES GYMNASTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING</p>

SYCAMORE CLASS – LONG TERM PLANNING 2025/2026

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC</p>	<p>Listening; Objectives</p> <ul style="list-style-type: none"> Listen to and appraise a variety of pieces of music – responding through talk, writing and pictures. <p>“This gave me an idea that I was very interested to follow later – the idea that music could be translated into something for the eye.” Georgia O Keeffe</p> <p>Linked to art this term and Georgia O Keeffe abstract paintings of music.</p> <p>Singing – ongoing / music assemblies / Christmas performance/ Shropshire Sings</p> <ul style="list-style-type: none"> Sing simple songs, chants and rhymes, from memory, singing collectively at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range and then slightly wider. Include pentatonic songs e.g. Dr Knickerbocker Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. 	<p style="text-align: center;">SINGING</p> <p>LISTENING TO MUSIC</p> <p>PULSE AND RHYTHM MELODY AND ACCOMPANIMENT CONTROL OF INSTRUMENTS COMPOSITION READING AND WRITING NOTATION PERFORMANCE SKILLS EVALUATING AND APPRAISING</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RELIGIOUS EDUCATION</p>	<p>DIWALI FESTIVAL – 18/10/25 – 23/10/25 20/10/ 25 Diwali celebration</p> <p>21-20408-shropshire-agreed-syllabus_extract.pdf (shropshirelg.net)</p> <p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught us about loving other people. Give an account of what happens at a traditional Christian, Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean. Identify at least two ways that people show their love for each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what is good about being in a community for people in faith communities and for themselves, giving a good reason for their ideas. <p>L1- What communities do I belong to and how does it make me feel? What is a community? KS1 Citizenship Primary - BBC Bitesize</p> <p>L2- Symbols of belonging. Religious Symbols and Belonging Lesson Pack - KS1 RE (twinkl.co.uk)</p> <p>L3 – Caring for each other; everyone is valuable What does the story of Zacchaeus tell us about respect? - BBC Bitesize</p> <p>L4 – Welcome ceremonies KS1 Celebrating Birth in Different Religions PowerPoint (twinkl.co.uk)</p> <p>L5 –Marriage KS1 Weddings From Different Cultures Information PowerPoint (twinkl.co.uk)</p>	<p style="text-align: center;">CHRISTIANITY</p> <p>HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE AND CITIZENSHIP</p>	<p>KS1 RSE & PSHE Lesson Plan Family and Relationships</p> <p>L1-What is a family? L2 – What are friendships? L3-Recognising other people’s emotions L4- Working with others L5- Friendship problems L6 – Healthy friendships L7 – Gender stereotypes.</p> <div style="text-align: center;">  <p>t-t-6877-friendship-and-what-it-means-pov</p> </div>	<p style="text-align: center;">RIGHTS AND RESPONSIBILITIES HEALTH AND WELL-BEING DRUGS AWARENESS RELATIONSHIPS</p> <p style="text-align: center;">RSE LIVING IN THE WIDER WORLD (SMSC)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FRENCH</p>		

