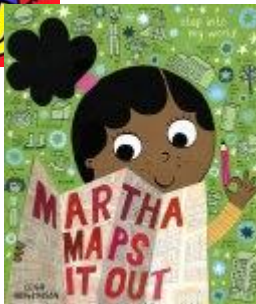
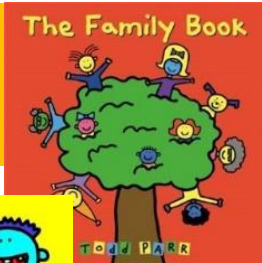


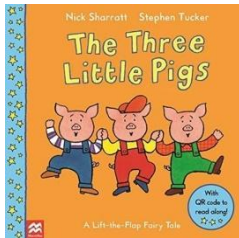
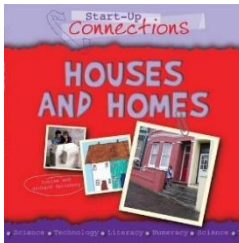
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All about me! (Houses & Homes)

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Explore photo albums Developing friendships with our classmates Name and locate places in the school and classroom and outside area toilets, pegs, carpet area, mud kitchen etc	Circle time – my family is different to your family. How? Draw family – how is it the same and different?	Properties of houses Straw Sticks Bricks What natural resources can we find to build houses? What resources are strong? Recycling – looking after our environment – what can we / can't we recycle? Can the find something at home (talk about colour of bins in Derby and what they mean) Naming of materials (fabric, cotton wool, plastic, metal, glass, leather)	Houses in the past – what old houses look like – what new houses look like . Walk around Allenton naming house- detached, semi, terraced etc Retrieve information from a simple map – Martha Maps it out book. Name the town where our school is located Trip to Calke- looking at old hosue and the contents inside.
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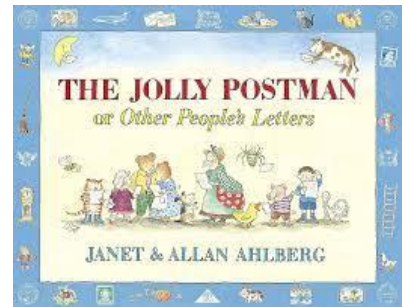
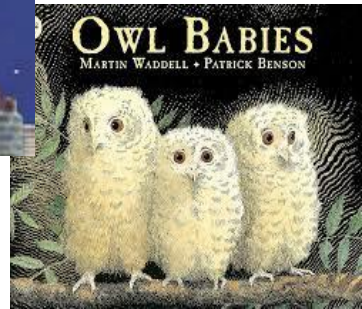
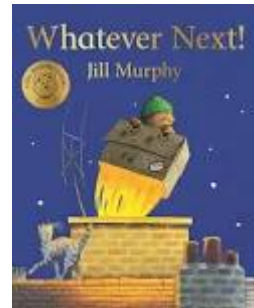
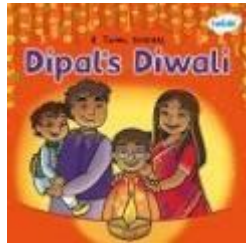
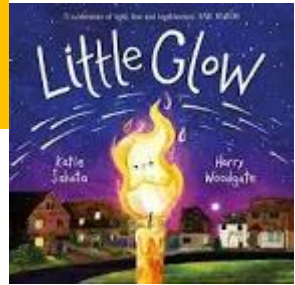


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Festivals and Celebrations

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Halloween: Bonfire Night Wednesday: Diwali. -I know that Diwali means ‘Festival of Lights.’ -I know the story of Rama and Sita and how it is the story that Diwali is based around. 11th Remembrance (walk to memorial)I know that Remembrance Sunday is a British tradition that takes place each year to help us to remember the sacrifice that was and is made by soldiers and other people in war times. Anti-Bullying Week/ Odd Sock Day Friday- Children in Need. Observe Autumn weather and how the weather is different from other seasons. Notice how this affects animals and people (clothes, hibernate, food, fur coats etc).	Theme: Light and Dark Light/Candles Birthdays / Special celebrations. -I know that Christianity is a religion with its own traditions and celebrations. -I know that Hinduism is a religion with its own celebrations, traditions and culture. Church Visit (start of Spring 1) Stargazing Event Space Owl Babies/ Owl that is afraid of the dark Hibernation Winter	I know that there are celebrations, such as Bonfire Night, weddings, christenings, birthdays and Christmas -I know how my family and I celebrate special occasions and I can talk about it -I can remember and talk about celebrating with my family -I can recognise and describe special times or events for friends and family Observe Winter weather and how the weather is different from other seasons. Notice how this effects animals and people (clothes, hibernate, food, fur coats etc).	Monday- Advent 1st December. Hannukah – 25th Dec Other festivals in the little glow book Christmas The Jolly Postman The Jolly Postman at Christmas I know about the Nativity story -I know the kind of foods, clothes and other traditions that are part of the Diwali and Christmas festivals. -I know some of the similarities and differences between 2 celebrations for example Diwali and Christmas. Writing: Letter to Santa
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Superheroes

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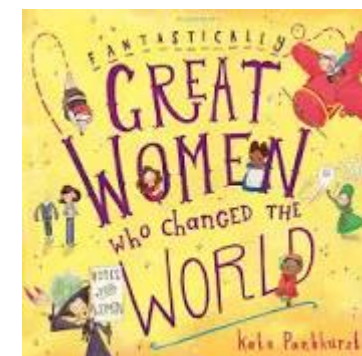
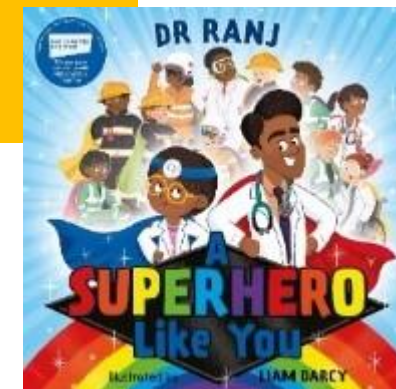
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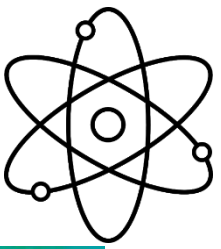


Focus – people that help us in the community Session 1- school superheroes 4 R's Session 2: School Superheroes (Teachers etc) Session 3- Superhero 999 Session 4- Emergency Services Local superheroes Local superheroes Careers Superhero me- Healthy and safe - healthy eating to be strong like a superhero Plan Visits into school – people who help us	Heroes through History Explain to the children that they are going to travel back in time to find out more about them in the next few lessons. Coco Chanel – Clothing Mary Anning – Dinosaurs and Fossils Amelia Earhart – Planes Florence Nightingale – Nursing Jane Austen – Author Marie Curie – Made medicine to help people.	Supertato Use imagination and ideas from stories to create own simple maps, - Supertato Contrasting supermarket setting with classroom setting. Goodies vs. Baddies Science week experiments and documentation Giuseppe Arcimboldo artist focus. Make your own version Design and make a simple trap (junk modelling) Writing a wanted poster- (simple stem stances, "he is.../ he has.../ he can...	Sorting adjectives for Supertato and Evil pea (widgets). Children's mental health week activities. Needs vs wants and understanding who is in my world- home and in school.
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Everything changes



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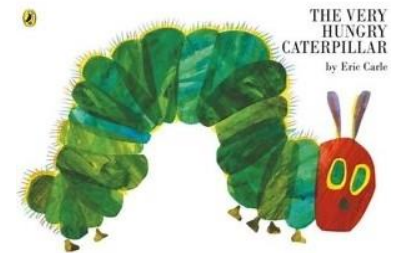
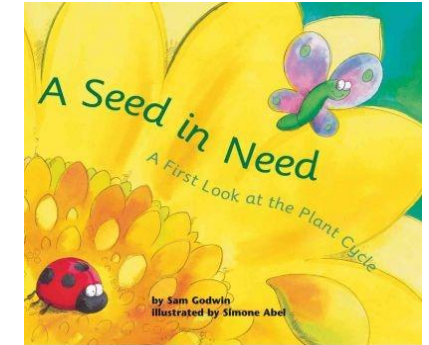
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Text: A Seed in Need

Walk to Osmaston Park – Change in season – looking for signs of Spring..

What is a plant?
What is a seed?
To understand and to then explain the process of planting seeds

Plant Sunflower Seeds- Predict what the seed could grow into?

Plant cress seeds – to see what seeds needs- do they grow in a dark cupboard?

Japers Beanstalk Text- Grow beans on the windows.

Read Tiny Seed: Seeds come in all shapes, sizes and colours. This is a good opportunity to look at different seeds that children may encounter.

Plant lifecycle. Sequence it. Talk about it. label. (Keynote - children to sequence pictures and add sound buttons to explain each)

Cut open a range of fruits and ask the children to describe what they can see. Look at the seeds. Discuss with the children what they are and if they have other words for them, e.g. pip. Ask the children what they already know about seeds and what they do.

Writing- Flower descriptions

Read The very hungry Caterpillar
introduce live caterpillars

Read the Very Hungry Caterpillar
Name the fruits. Try some. Describe them.
Say in a full sentence which their favourite is. Ext – why. E.g. I like strawberry the best because it is juicy.

Reread VHC Healthy vs unhealthy

Lifecycle of a Butterfly

Use imagination and ideas from stories to create own simple maps,

Writing- T4W The Very Hungry Caterpillar

To understand that humans grow and change over time

To understand what humans need to grow

To sequence the life cycle of a human

To look at how I have changed since a baby

Science Week: Changing states of matter

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Let's Explore

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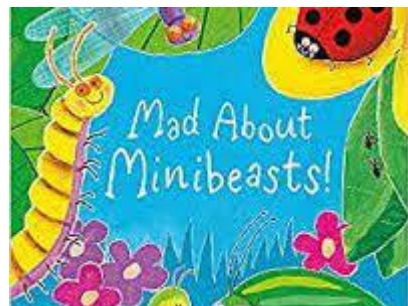
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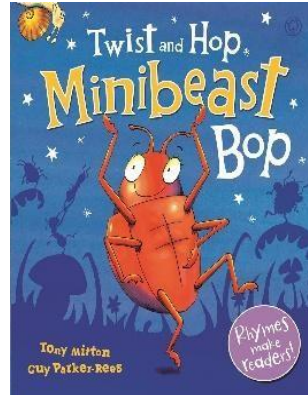
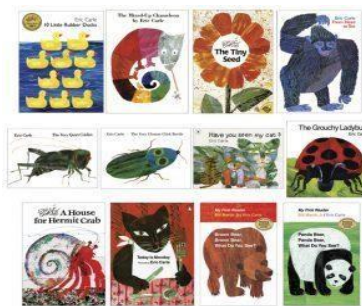
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Text: Mad about Minibeasts Butterflies Bees and Wasps Lady birds and spiders Slugs and Snails Worms How do Minibeasts move? Mini beast walk in school -Explain that many minibeasts prefer dark, damp environments and are camouflage. Encourage chn to lift bark away from old logs and to explore beneath leaves as well as on their surface	Classifying: As a class spilt the minibeasts into 2 groups. Legs, no leg or wings, no wings. Bug Hotels and habitats	What is a pond? What creatures and plants are found there? Life cycle of a frog. Trip to Carsington Describe their immediate environment using knowledge from observation, discussion and maps. Writing: Recount of Trip Comparing a woodland and a pond.	Discuss the habitats where different minibeasts live. Use illustrations from the book to show examples such as underground burrows for worms, flowers for bees, or leaves for caterpillars. Create a simple habitat diorama activity where children can place toy minibeasts in their appropriate habitats, reinforcing their understanding of where these creatures live and why. Geography Week: . Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment. Observe Summer weather and how the weather is different from other seasons. Notice how this effects animals and people (clothes, hibernate etc).
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Far, Far Away

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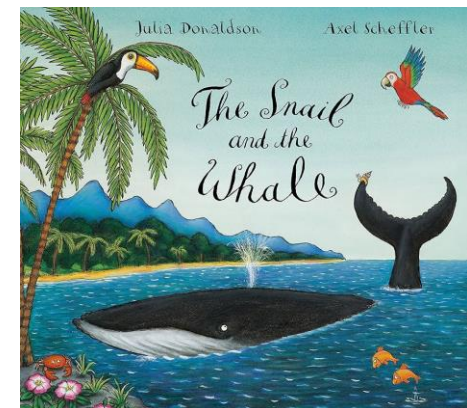
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Distinguish between different form of transports. Begin to understand the processes involved in making a journey. Ask question about how different people travel. Journeys and Transport: What journeys have you made and how did you get there? Discuss. What journeys can you make on foot? Ask ind to recount a journey they have made recently on foot e.g. walking to the shops, post office, school or a neighbour's house. Who has travelled by car, bus, plane, boat? Why have you travelled by car, bus, plane, boat? Which i the best way to travel if you are going on holiday? to the shops? to London? to Sydney? to New York?

Writing: Lists of what to pack for different types of holidays

Snail and the Whale: Look at a globe. Show the children where they live. Encourage them to look carefully and describe what they notice. Help them to realize how much of the world is covered by sea. Model finding different physical features such as land and sea.

Explore floating and sinking (Science) in relation to seas and boats.

Provide the children with these Polar Regions Display Photos. Encourage the children to talk about what they can see. Can they relate these pictures to their own experiences of snow and describe events in detail? Encourage children to ask questions to find out more about the pictures. Look at globe where could the snail and whale be? Share non-fiction books and videos that describe the Arctic. How does this place compare with our local area?

Recognise some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Compare to other places in the world- Jungle in Monkey puzzle, Look at globe at compare. Explore mountains and volcanoes. Discuss North America and the habitats that bears live in.

Sharing a shell book Rock pools. What belongs in a rock pool?

Discuss looking after our environment.

Writing: Setting Description (linked to Pirate week)

