



### CHALLENGE: What changes in Autumn?



Children will be settling into school and learning about their new classroom and peers. They will also learn how to follow our Golden Rules. Children will explore their new outside environment and look for the changes that Autumn brings.

### Literacy:



Word Reading and Comprehension – In Read Write Inc children will learn all letter sounds and will begin to segment and blend words. They will learn to listen to and join in with a wide variety of stories and poems. They will also learn to join in with repeated refrains and describe main story settings and characters. Children will learn to recognise familiar words such as their own name and advertising logos etc... They will learn to look at and handle books carefully and independently. We will discuss books that we read at Story Time and will take turns bringing in our own favourite books from home to discuss with the class.

Writing – Children will learn to make marks using various media and to talk about the marks they make. They will learn to link sounds to letters and form them accurately. Children will also learn to continue a rhyming string.

### Moving and Handling:



Fine Skills – Children will learn to use one-handed tools and equipment e.g. to make snips in paper with child scissors and hold a pencil between their thumb and two fingers. They will also participate in Funky Fingers sessions; involving finger aerobics and ‘playdough disco’! Gross Skills – Children will learn to move freely and with pleasure and confidence in a range of ways. They will practice running skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. They will also learn to stand momentarily on one foot and catch a large ball.

### People Culture and Communities

Children will help to celebrate Harvest Festival. They will talk about key features of the celebration. They will bring in their own vegetables to make Pumpkin Soup and will make some bread.

### Technology:

Children will learn to operate simple equipment and toys such as Beebots.

They will practice using the class SMART board and learn that information can be retrieved from computers.

### Being Imaginative and Expressive:

Children will engage in imaginative role-play based on their own first-hand experiences (home corner roleplay / farmyard small world). They will learn to use available resources to create props to support their role-play. Children will learn many ring games and familiar songs during circle time. During music lessons they will learn to imitate movement in response to music, tap out simple repeated rhythms and explore how sounds can be changed.

### Inspire:

Playing and Exploring -

Children will find out and explore through creative, real experiences; playing with what they already know then having a go at learning something new.

### Create:

Creating and Thinking Critically -

Children will be learning to create and think critically by thinking of their own ideas, making links in their learning and choosing ways to do things.

### Active:

Active Learning -

Children will be actively learning through hands on experiences and outdoor play. They will learn to be involved and maintain concentration

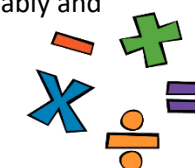
### Nurture:

Children will be encouraged to keep trying when faced with difficulties or challenges. They will be introduced to our classroom reward systems and will enjoy celebrating their achievements.

### Maths:

Number and Numerical Patterns – Children will learn to recite numbers in order to 10. They will also learn to recognise and understand numbers 0-4 on a deeper level: representing these numbers using their fingers and marks and making different arrays. They will also learn to count reliably and accurately; matching these numbers to groups of objects and comparing quantities.

Shape Space and Measure – Children will learn to identify 2D Shapes. They will play with shapes and sort them; making arrangements and pictures.



### Personal, Social and Emotional:

Building Relationships - Children will learn to play in a group and extend and elaborate their play and ideas.

Managing Self - Children will learn to be more outgoing towards unfamiliar people (staff and their peers) and become more confident in new social situations. Children will learn how to use store equipment and tools safely. They will learn to attend to their own toileting needs and manage washing and drying their hands. They will learn to dress and undress with help, e.g. changing into their PE Kits and fastening their coats and shoes.

Self-Regulation – Children will learn about our Golden Rules and will practise adapting their behaviour to different events, social situations and changes in our routine.

### Communication and Language:

Listening, Attention and Understanding – Children will learn to respond to simple instructions and understand ‘why’ and ‘how’ questions. Children will be learning to listen one to one and in small groups during team learning and round robin time.

Speaking – Children will begin to use more complex sentences to link their thoughts. They will also build up vocabulary that reflects the breadth of their experiences. Children will learn to ask questions about why things happen and give explanations.

### The Natural World:

Through various Autumnal activities, children will develop an understanding of decay and changes over time.

Children will learn to comment on and ask questions about aspects of their familiar world such as where they live and our School environment.

### Past and Present:

Children will learn about the lives of people who are familiar to them. They will also remember and talk about significant events in their own experience, through activities such as circle time and show and tell.

### Creating with Materials:

Children will explore colour and how colours can be changed. They will learn to describe the texture of things and will use various construction materials; building and balancing. Children will learn to use simple tools such as glue sticks, scissors, brushes, and Sellotape for a purpose.



**CHALLENGE:** Are we alone in the universe?



**Literacy:** As readers and writers, we will:

- Learn about nouns and verbs
- Learn how to form a sentence correctly
- Learn all about space and the solar system
- Plan and write our own non-chronological reports on space.

Reading focus – Look inside space



**Inspire:**

How big or small is the Earth?

**Create:**

Create our own solar system.

**Active:**

Role play the orbits of the solar system.

**Nurture:**

What makes Earth so special?

**Maths:** As mathematicians, we will:

- Recognise, count and order numbers within the place value of 10
- Learn how to add and subtract within numbers to 10 using different resources to help us



**Science:** As scientists, we will:

- Learn phases of the day – dusk, dawn, morning, midday, night-time.
- Observe and name a variety of sources of light, including electric lights, flames and the Sun.



**Geography:** As geographers, we will:

- Locate Falmouth, Penryn and Truro on a localised map of Cornwall.
- Identify and learn the countries of the UK.



**History:** As historians, we will:

- Learn about Yuri Gagarin and Tim Peake.



**RE:** As theologians, we will:

- Explore what it means to belong to a faith community



**Computing:** As programmers, we will:

- Understand that they need to be kind on the Internet, as they would in real life.
- Discoverer which devices connect to the Internet.



**Music:** On our music day we will:

- Explore pulse and rhythm through a range of games and songs
- Perform our song to our friends



**PE:** As athletes, we will:

- Participate in team games
- Learn how to perform dance using simple movements



**PSHE:** Good to be me:

Celebrating what makes me unique; resilience and respect, including people to turn to who keep me safe; and feeling and how to express myself.

**Art/DT:** As artists and designers, we will:

- Create and develop the use of our personal sketchbook
- FOOD Apple oatmeal cookies



**CHALLENGE:** What do I need to be me?



**Inspire:**

What difference could I make?

**Create:**

Self-portraits - what makes me unique?

**Active:**

How does my environment shape who I am?

**Nurture:**

How can I celebrate diversity?

**Literacy:** As readers and writers we will:

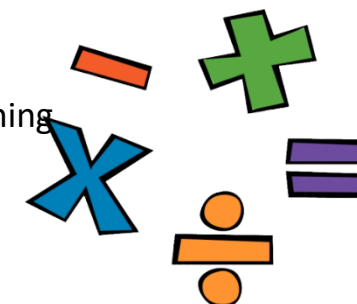
- Develop our grammar and punctuation skills
- Write a 'wanted' poster
- Write a letter
- Develop our reading skills through daily phonics

Reading focus/class novel: George's Marvellous Medicine



**Maths:** As mathematicians, we will:

- Explore place value – using varied apparatus, partitioning 2-digit numbers and re-combining
- Compare numbers using symbols and explore the meaning of =
- Count in 2s, 5s and 10s and understand the symbol x.
- Learn number bonds within 10 and 20.



**Science:** As scientists, we will:

- Look at growth, basic needs and the importance of exercise, food and hygiene as part of our topic 'What do I need to be me?'
- Investigate the effects of sugar on our teeth.
- Through a visit from a dentist, find out how to look after our teeth.
- Investigate using disclosing tablets.



**PE:** As athletes, we will:

- Perform a variety of moves on floor and apparatus using different pathways
- Practice passing and receiving a ball whilst moving.



**Geography:** As geographers, we will:

- Investigate our place in the world in relationship to others. Look at our school and where it is in our town.
- Use aerial photographs (including Google Maps).
- Create a map of our school and our town.
- Read a key and make our own simple key to accompany our maps.
- Introduce simple grid references.



**RE:** As theologians, we will:

- Think about the question – who is a Muslim and how do they live?



**Computing:** As programmers, we will:

- Learn about online safety.
- Understand what happens to things we post online.



**Music:** As musicians, we will:

- Explore Rhythm and pulse
- Play tuned and untuned instruments.



**Art/DT:** As artists and designers, we will:

- Design, make and evaluate our own smoothies.
- Use a range of media to create self-portraits.
- Make a crumble – understanding the origins of the ingredients.
- Explore and draw, developing drawing and composition skills.
- FOOD Spiced apple buns



**PSHE:** Good to be me: My strengths and making the most of these; resilience and respect, developing a growth mindset; and how can I express my feelings.



**CHALLENGE:** Who were the Flintstones?



**Literacy:** As readers and writers we will:

- Learn about nouns and verbs
- Identify subject and verb in a sentence
- Explore sentence structure including prepositions and conjunctions.
- Write instructions for 'How to wash a woolly Mammouth'.



**Inspire:**

Who would I be if I were born a Stone Age child?

**Create:**

Can I use Stone Age paintings and symbols to communicate?

**Active:**

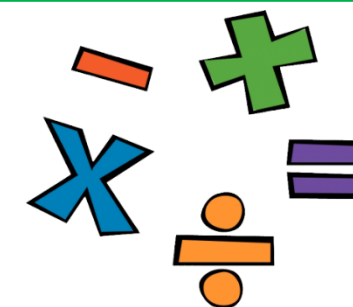
What did it mean to be active in the Stone Age times?

**Nurture:**

What did it mean to be brought up in a Stone Age family?

**Maths:** As mathematicians, we will:

- explore number and place value so that I can read and understand the value of all numbers
- learn to add and subtract using efficient mental and formal written methods.



**Science:** As scientists, we will:

- learn about light sources and investigate shadows and patterns



**RE:** As theologians, we will:

- explore Christian beliefs around the story of creation
- learn what it is like for someone to follow God



**Computing:** As programmers, we will:

- Develop an understanding of how to be safe online.



**PE:** As athletes we will:

- Learn overhead, backhand, and forehand passes in badminton.
- Practise our positioning when passing the ball, ensuring that it's on target.



**Music:** As musicians, we will:

- learn to sing in unison and play percussion instruments in a group.



**History:** As historians, we will:

- Learn when the Stone Age was and place this on a timeline
- Understand Stone Age settlements
- Learn about the daily lives of Stone Age communities
- Learn 'in role' as part of our Stone Age living history day



**PSHE:**

Good to be me: Identity, including what are my strengths; resilience and respect, including the importance of self-respect and expressing feelings.

**Art/DT:** As artists and designers, we will:

- Create Stone Age cave paintings
- Make gestural drawings with charcoal, making drawings to capture drama
- Assemble, prepare and cook ingredients to make a sandwich
- FOOD Cornish ginger fairings



**MFL:** As linguists, we will:

- learn how to say, read and write numbers and greetings in French.

**CHALLENGE:** Why were the Vikings victorious?



**Literacy:** As readers and writers we will:

- As researchers, we will explore Norse myths and legends from the Anglo-Saxon/Viking period
- As authors, we will produce their own narrative writing with the aim of expanding their creative vocabulary and learning how to correctly structure a story using 'The Story Mountain'.



**Inspire:**

How can I be inspired by this period of history?

**Create:**

Can I create a fact-file to demonstrate my leadership qualities?

**Active:**

How was the environment integral to the success of this period of history?

**Nurture:**

Who should have the right to rule?

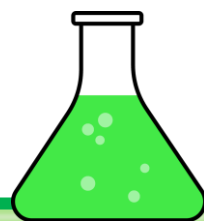
**Maths:** As mathematicians, we will:

- explore number relationships and place value before moving on to addition and subtraction problems. Our numberwork will involve working with negative numbers.



**Science:** As scientists, we will:

- Learn through investigation about light and shadows



**Geography:** As geographers, we will:

- Locate the countries of Europe on a map
- Plot the route that the Vikings travelled, where they settled and where they originated from.
- Learn about Viking Trading and examine the trade links of the Vikings.



**History:** As historians, we will:

- Plot key dates on a timeline
- Learn about Viking trading, how they travelled and how they lived.
- Experience Viking cookery and how they communicated through our Living History



**RE:** As theologians, we will:

- Be learning about the 'Holy Trinity'
- Identify Gospels which tell the life story of Jesus and his followers.



**Computing:** As programmers, we will:

- Evaluate online content to decide how honest, accurate, or reliable it is understanding the consequences of false information



**PE:** As athletes we will:

- Learn and perform Viking dance and movements.
- Learn how to shield a ball from the opposition and then move the ball into space.



**Music:** As musicians, we will:

- take part in activities and singing games to help us keep a steady pulse and to develop rhythm skills.



**PSHE:**

Good to be me: Identity; Resilience and respect, including self-respect and celebrating mistakes; the importance of expressing feelings.

**MFL:** As linguists, we will learn how to say, read and write numbers and greetings in French.



**Art/DT:** As artists and designers, we will:

- Explore how artists create sequenced drawings to share and tell stories.
- FOOD Heavy (heva) cake



**CHALLENGE:** What can we learn from the Ancient Greeks?



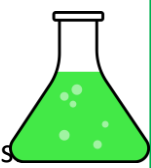
**Literacy:** As readers and writers we will:

- Explore the "Place value" of punctuation encompassing word classes, tenses, conjunctions, sentence construction and higher-level punctuation.
- Create a set of instructions on "How to defeat a minotaur".
- Study and create a range of poetry (Haiku/Senryu's; Renga and Free verse)



**Science:** As scientists, we will:

- Look at contact and distant forces, attraction and repulsion, and will compare and group materials
- Understand movement, forces and what causes motion.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces



**RE:** As theologians, we will:

- Explore the reasons behind what it means to be a Holy and loving Christian?



**Computing:** As programmers, we will: Understand the importance of Online Safety and considering online judgements that people make and how they treat others online.



**PSHE:** Good to me; Identity including gender identity. Resilience and respect, thinking about tolerance and everyday feelings and emotions.

**Inspire:**  
How did Ancient Greece inspire modern living?

**Create:**  
Can I design and make a ceramic tile in the style of the Ancient Greeks?

**Active:**  
Can I match the physical expectations of an original Olympian?

**Nurture:**  
Can I understand how a democracy works?

**Maths:** As mathematicians, we will:

- Explore place value of numbers up to one million and round numbers within 100,000
- Use formal written methods to solve multi-step addition and subtraction problems
- Learn what common factors, prime numbers, square numbers and cube numbers are
- Multiply and divide by 10, 100 and 1000



**History:** As historians, we will:

- Compare the occurrence Maya (Y4) to Ancient Greece and understand when these periods happened.
- Study Greek life – their achievements and their influence on the western world.
- Understand how our knowledge of the past is constructed from a range of sources.
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Compare Athens Vs Sparta.
- Investigate Ancient Greek housing, how this style of living affected social constructs and compare this to life in Ancient Rome.



**PE:** As athletes we will:

- Learn how to pass and shoot accurately, using team tactics to play netball matches.
- Learn to protect the ball and pass into space, away from defenders.



**Music:** As musicians, we will:

- Develop our understanding of how pulse and rhythm.



**Art/DT:** As artists and designers, we will:

- Explore how we can create typography through drawing and design to produce maps which tell stories.
- FOOD Cornish pasties



**MFL:** As linguists we will explore simple greetings in French.



### CHALLENGE: Who's the Mummy?



#### Literacy: As readers and writers we will:

- Write stories that contain historical characters and events.
- Write a letter using key layout and language features
- Write instructions on how to mummify using key layout and language features.



**Inspire:**  
How can I be inspired from this period of history?

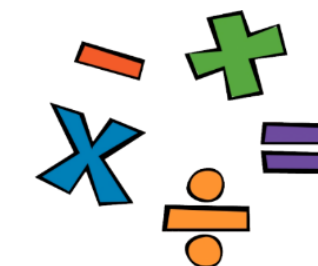
**Create:**  
Can I use hieroglyphs to communicate?

**Active:**  
How was the environment integral to the success of this period of history?

**Nurture:**  
How did these people display nurture?

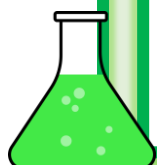
#### Maths: As mathematicians, we will be focusing on:

- Place Value looking at numbers up to 10 million
- The four operations - mental arithmetic, fractions, decimals and percentages
- Timetables fluency – rapid recall of key facts



#### Science: As scientists, we will learn:

- About mummification and decomposition of living organisms
- How the Egyptians built pyramids by investigating forces - recognising that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect



#### Geography: As geographers, we will:

- Identify why the River Nile was at the heart of Ancient Egypt
- Use maps, atlases, globes and digital/computer mapping to locate countries, including Egypt and describe features and points of interest noted
- Create a cultural fact file about modern day Egypt as a comparison



#### History: As historians, we will:

- Explore early civilisation, including their achievements
- Learn about Gods and Goddesses and their importance to the Egyptian people
- Develop our understanding of chronology



#### RE: As theologians, we will:

- Explore the question 'Why do Hindus want to be good' linking it to Ancient Egypt topic



#### Computing: As programmers, we will:

- Learn more about online safety.
- Validate information found in search engines to deepen our understanding of Ancient Egypt.



#### PE: As athletes we will:

- Practise using netball passes accurately in a game setting.
- Learn to play competitive games and apply principles of attacking and defending.



#### Music: As musicians, we will:

- Understand how to use our voices to create music.
- Explore natural notation



#### MFL: As linguists, we will: recap our learning from year 4 in French and understand and respond to questions



#### PSHE: Good to be me: identity; resilience and respect and expressing feelings

#### Art/DT: As artists and designers, we will:

- Explore how 2D drawings can be transformed to 3D objects
- FOOD Saffron buns

