**English**

**Fiction Focus:** Belonging – *COCO.*

* Identify the 5W’s
* Learn to identify the main characters and describe them using adjectives
* Understand the plot of the story as a whole and by chapter (sequence, infer and predict)
* Retell the story in different ways
* Describe the setting using adjectives
* Develop an understanding of Mexican culture and the Day of the Dead – compare this to UK culture
* Caption scenes from the film, taking different perspectives of characters
* Identify the opener, build-up, problem and resolution

**Non-Fiction Focus:** Letters

* Understand the structure and layout of a letter
* Language features of a letter
* Gradually build to writing a letter by building on the necessary skills – writing a note, specifying who for, signing off, adding address, date and paragraphs
* Link to COCO – write a letter from one character’s perspective to another

**Phonics:** Phase 2, 3 and 5.

**Guided Reading:** All children to have frequent opportunities to read 1-1 with an adult at an appropriate level.

**Writing:**

* Sign in every morning upon arrival by writing full name
* Weekly fine motor and dough disco sessions (development of early writing skills)
* Frequent opportunities to practice cutting skills

**Religious Education**

**What times are special and why?**

* Identifying key information about the 5 Main Religions
* Visit buildings of religious significance (churches, mosques, synagogue, etc.)
* Explore festivals such as Christmas, Hanukkah, Sukkot, Diwali, Mexican Day of the Dead, Halloween, Bonfire Night etc – and these are often linked to religions
* Expression of special times through art, architecture and music or charity and generosity?

**Science**

**Animals and their Habitats (Autumn 1):**

* Describe the basic needs of humans/ animals and their benefits
* Describe what animals eat, beginning to use key vocabulary such as ‘herbivore’, ‘carnivore’ and ‘omnivore’
* Identify where animals live and their habitats
* Explain how animals are adapted to their habitats
* Explore how animals change and grow as they age from babies

**Healthy Lifestyles (Autumn 2):**

* Describe the basic needs of humans/ animals
* Identify healthy vs unhealthy food choices (all things are good in moderation)
* Give reasons why humans need to exercise
* Participate in hygiene routines with increasing independence and explain the importance of these

**Maths**

**Number:**

* Recognise and order numbers up to 50
* 1-1 correspondence with numbers up to 50
* Identifying that numbers ending in 0, 2, 4, 6 and 8 are even; numbers ending in 1, 3, 5, 7 and 9 are odd
* Adding one more and taking away one less
* Adding and subtracting single-digit numbers up to 50
* Identifying which group is bigger/ smaller/ equal
* Place value: ones, tens and hundreds
* Introduction to multiplication and division in the simplest form (halving and doubling)
* Using physical apparatus to solve problems – selecting the most appropriate for the task

**Time (Autumn 1):**

* Understand AM/ PM, times of day, routines, days of the week, months of the year and seasons – as well as what this looks like in the real world
* Tell the time to the hour and half past the hour
* Tell the time to quarter past and quarter to

**Money (Autumn 2):**

* How and why we use money
* Recognising British coins and their value
* Recognising British notes and their value
* Solve simple problems involving money – adding two amounts to get a total
* Exchanging money for goods in the community

**Educational Enrichment Opportunities**

* Weekly enrichment sessions with Mandy
* Assembly
* Parent Learning Celebration Events
* Whole-school events
* Walks to local parks and cafes
* Bridgewater Hall woodwind music concert, Manchester Central Library children’s section
* Class visits linked to current topic
* Pets At Home, Aquarium and Farm Visit

**Computing**

**Digital Writing (Autumn 1):** Using a computer to create and format text, make comparisons with writing non-digitally

**Moving a Robot (Autumn 2):** writing short algorithms for floor robots, and predicting outcomes

**Humanities**

**Geography – Where are we in the world? (Autumn 1):**

* Locate the United Kingdom on a map, globe and atlas
* Identify the 4 countries of the United Kingdom
* Identify key geographical features of the UK
* Develop an understanding of the wider world (other countries (Mexico), continents)

**History – How has life changed for us? (Autumn 2):**

* Identify similarities and differences between time periods
* Explore and compare the life of our parents/ grandparents to our own
* Describe changes in recent history
* Ask and answer questions about the world around us – culturally, geographically, technologically etc.

**JASMINE CLASS AUTUMN TERM PLAN**

**Creative Arts & Design**

**Art – Let There Be Light:**

* To draw and create self-portraits
* To create art linked to religious/ cultural celebrations
* To draw characters from our story
* To explore Mexican art styles and the work of Frida Kahlo

**Music:**

* Perform with expression
* Recognise a range of music genres
* Compose a tune using eight notes

**Design & Technology – Food Technology:**

* Cook a range of Mexican dishes
* Develop cooking skills – cutting, mashing, stirring, mixing, rolling etc.
* Follow a symbol-based method with increasing independence, measure out ingredients

**Physical Education**

Gymnastics (Autumn 1)

Mexican Dance (Autumn 2)

Manchester City Club Programme

Hydrotherapy in the school swimming pool – develop water confidence and muscle tone

Attend in school and external competitions and tournaments

**Personal, Social & Health Education**

**How can we help? (Autumn 1):**

* Class rules/ charter
* Developing friendships and communication

**What is bullying? (Autumn 2):**

* Kind vs unkind behaviour
* How to help friends, who to go to for help
* Online bullying and Anti-Bullying Week

**Other:**

* Class jobs (snack monitor, register)
* Whole-school jobs (reading monitor, eco-council etc.).
* Snack time (requesting items, asking peers what they want)
* Using manners throughout the day
* Total communication approach: spoken language, symbols, sign and AAC devices
* Hygiene routines (hands, teeth, hair & face)
* Socially appropriate behaviour, public safety and road safety