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| **Key Question Week 8: Is there room on the broom?** |
| **Key Text for Linked Learning: *Room on the Broom and The Little Green Witch.***  This week is all about Halloween. Children will be listening to the story of ‘Room on the Broom’, joining in with repeated phrases and retelling the story through role play. Through the children’s chosen activities they will be guided to respond to the ideas of their friends, to continue play and initiate conversations to form new relationships. There will be bubbling cauldrons in our classrooms filled with different objects to develop our phonics skills by saying and writing the initial sounds of those objects. Children will develop an understanding of rhyme by helping the witch sort out the rhyming pairs that the dragon has mixed up. Children will be exploring which two colours can be mixed to paint a pumpkin. Outdoors children will be investigating what is inside a pumpkin and they will be getting creative using a variety of ingredients to make special potions. In phonics, the children will be learning the GPC’s **ff, ll, ss and j.** They will continue to practise orally blending words containing their known phonemes e.g. **fat, hut, peck and huff.** The children will also be learning the tricky word put and revisiting the tricky **words I, is and the**. In handwriting, we will be revisiting the graphemes **h, b, f, l** and practising their formation. The children will also be practising the formation of their names too. |
| **PSED:**  To take on different roles with others in pretend play. |
| **Communication and Language:**  To follow instructions. |
| **Physical Development:**  To uses a pencil, in a finger grip effectively. |
| **Literacy:**  To independently write CVC words.  To listen to and identify rhyming words. |
| **Phonics:**  To recognise the GCP’s **ff, ll, ss, j.**  To recognise the tricky word **put.** |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:**  To recognise the numeral 4 and represent the amount in different ways (including the use of the part, part whole model). |
| **Understanding of the World:**  To observe and discuss changes – ice melting. |
| **Expressive Arts and Design:**  To draw a face with all main features. |
| **Vocabulary:**  Halloween melting observe cauldron beast |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **Monday:** Reading Eggs  **Tuesday:** Big Cat Collins (accessible throughout the week)  **Friday:** Handwriting Practise and write some rhyming strings for cat, dog and van (eg, dog, log, fog). Please can this be recorded in your green homework books – we look forward to seeing your creativeness. |

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| **Key Question Week 9:** What is that light up the sky? |
| **Key Text for Linked Learning:** Dipal’s Diwali  **Rhyme of the Week:** Five monkeys jumping on the bed.  This week the children will be learning all about Diwali and Bonfire night. They will be learning about the traditions Hindu’s and Sikh’s follow during Diwali, the festival of light, and how they celebrate with their families. In Expressive Arts and Designs, the children will be creating Rangoli patterns and exploring mixing primary colours to make secondary colours. The children will be taking part in conversations about what we get up to on Bonfire Night. They will be encouraged to talk about their likes and dislikes of bonfire night and how our views may differ. On Thursday, the children will be learning about what a Poppy symbolises for Remembrance day. Using the book ‘Where the Poppy’s Now Grow’, children will develop an understanding of the significance of the 11th November. |
| **PSED:**  To describe an element of a past event e.g. Diwali or bonfire night. |
| **Communication and Language:**  To share my likes and dislikes of fireworks. |
| **Physical Development:**  To begin to throw a ball towards a target.  To develop a more controlled grip when holding a paintbrush.  To practise the formation of b, d, g and e. |
| **Literacy:**  To sound talk and blend graphemes to read CVC words e.g. cat, hen, mop.  To use my GPC knowledge to write words. |
| **Phonics:**  To recognise the GPC’s – j v w x  To learn the tricky words; and has his her. |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:**  To recognise the numeral 5 and represent the amount in different ways (including the use of part part whole model) |
| **Understanding of the World:**  To recognise that people have different beliefs and celebrate in different ways. |
| **Expressive Arts and Design:**  To explore mixing the primary colours with paint to make secondary colours. |
| **Revisit and Review**  The children will be reviewing their numbers to 4 and the names for different family members. |
| **Vocabulary:**  Diwali Rangoli Temple Diya (diva) Festival |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **All Week:** Big Cat Collins Ebook (accessible throughout the week)  **Monday:** Reading Eggs  **Friday:** Choose one kind word |

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| **Key Question Week 10:** What is your favourite nursery rhyme? |
| **Key Text for Linked Learning:** Words and Your Heart *(Anti-Bullying Week)*  **Rhyme of the Week:** Various  Each day this week the children will be learning to recall a nursery rhyme from memory as part of World Nursery Rhyme Week 2021. They will be learning to memorise; Wind the Bobbin, Incy Wincy Spider, Down in the Jungle, Heads, Shoulders, Knees and Toes and Sleeping Bunnies. As part of their Literacy learning, the children will be looking at list writing and working towards writing a list of things that ‘Incy Wincy Spider’ might need for his holiday. The children will be visiting the school library for the first time this week. They will be choosing and bringing a **library** book home in their reading folders. The children will be learning which two primary colours make the secondary colour green so they are able to paint their own Jungle leaves. In Understanding the World, the children will be thinking about different weathers and which they prefer. They will identify and label the different weathers, linking it to the nursery rhyme Incy Wincy Spider. |
| **PSED:**  To elaborate play ideas through talk. |
| **Communication and Language:**  To learn a rhyme by memory. |
| **Physical Development:**  To catch a ball with two hands.  To practise the formation of j, v, w and x. |
| **Literacy:**  To talk about the features of a list.  To write a list using my known GPC’s. |
| **Phonics:**  To recognise the GPC’s – ***z, qu, ch***.  To begin to read words with **‘s’** at the end e.g. cats, hits.  To learn the tricky words; ***go, no, into, to*** |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:**  To recognise and name the two dimensional shapes circle, square and triangle.  To recognise numerals to 5 and begin ordering. |
| **Understanding of the World:**  To talk about different weathers and share their preference. |
| **Expressive Arts and Design:**  To sing a nursery rhyme by heart, following the correct melody.  To know the two primary colours that mix together to make green. |
| **Revisit and Review**  The children will be revisiting the different parts of our body, using previously taught ambitious vocabulary. We will be recapping on our knowledge of Primary Colours. |
| **Vocabulary:**  bobbin spout noon list two-dimensional |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **Monday:** Big Cat Collins Ebook (accessible throughout the week)  **Wednesday:** WeeklyGPC recognition and formation.  **Friday:** We would love for children to create an art piece on their favourite nursery rhyme. This can be a drawing, painting, collage, paper mache, 3D junk model etc. These will be shared in class and then displayed for the remainder of the Autumn term. |

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| **Key Question Week 11:** Who has broken the chair? |
| **Key Text for Linked Learning:** Goldilocks and the Three Bears  We are off into the woods this week to hear a story all about a little girl who went into a house that belonged to 3 porridge-loving bears! Do you know which 3 bears we are talking about?  The children will arrive into class to a crime scene. What has happened here? An empty porridge bowl, A broken chair and is that somebody asleep in the baby bed. Children will get to work investigating what has happened. They will be applying their phonics skills to write what they can see. Children will be talking about whether Goldilocks did the right thing. Should we go into people’s houses? What should we do if we break someone’s belongings? |
| **PSED:** To participate in pretend play e.g. Mum’s and Dad’s, Goldilocks and Three Bears and to take on different roles with others in pretend play. |
| **Communication and Language:** To answer who, when and where questions. |
| **Physical Development:** To throw and catch a large ball, at least once. |
| **Literacy:**  To hear and write the initial sound and final sound in words.  To order 4 pictures from a story.  To identify the setting from a familiar setting. |
| **Phonics:** To recognise the GPC’s ***sh, th, ng*** and ***nk.***  To learn the tricky words; ***she, he*** and ***off.*** |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:** To identify the objects that are heavy and light. |
| **Understanding of the World:** To compare two fictional characters from different cultures. |
| **Expressive Arts and Design:**  To discuss what they intend to create with junk modelling.  To know the materials that are hard/soft/rough/shiny/bumpy/ smooth. |
| **Revisit and Review**  The children will be revisiting the rhyme ‘Down in the Jungle’. We will be recapping on our knowledge of rhyming words eg. Cat and sat, and will be revising what the signs of autumn are. |
| **Vocabulary:**  The children will be exposed to this vocabulary this week. They will learn the meaning of these words too.  **Peckish Sobbed Weight Leapt Heavy Light** |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **Friday 19.11.21:** To practise reading and recognising tricky words; **I, is, the, and, has, his, her, as, go, to, no** and **into.** Can you turn this into a tricky word game or make flashcards or spot them in a book you are reading.  Try and tweet a photo of this to our @hillwestprimary twitter feed.  **Monday 22.11.21:** Big Cat Collins Ebook (accessible throughout the week)  **Wednesday 24.11.21:** WeeklyGPC recognition and formation. |

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| **Key Question Week 12:** Why is it so cold in the Winter? |
| **Key Text for Linked Learning:** Little Robins Red Vest by Jen Feamley  **Rhyme of the Week:** Little Robin Red Breast  Christmas is getting even closer, the elves have sent us a message to say that everybody at the North Pole are very busy and Father Christmas is checking his list! Father Christmas has sent us an early present of a book, all about his winter friend. The children will listen to the story of ‘Robin Red Vest’ and talk about his kind actions and how we are kind in school every day. The children will then be thinking about what acts of kindness what they shown their friends since starting school and what acts of kindness they can continue showing at school.  Robins are a sign of the season Winter, the children will explore the changes and signs of this season by going on a wintery walk around the school field to help describe how it feels; cold, crisp, freezing etc. Making links to the story, the children will discuss why it was so important that the robin had a vest. Father Christmas would like us to design and make another new vest for Mr Robin with special features. The children will need to our vocabulary and knowledge to help us with this. |
| **PSED:**  To demonstrate acts of kindness towards others. |
| **Communication and Language:**  To use some exact repetition of story language. |
| **Physical Development:**  To recognise the importance of regular exercise.  To practise the taught skills of throwing and catching large and small balls.  To practise the formation of D, E, F, G (capital letters). |
| **Literacy:**  To sound talk and segment to write labels.  To read a simple caption/label. |
| **Phonics:**  To revisit and review phonemes taught over this half term; **ll, ss, ff, j, v, w, y, z, zz, qu, ch, sh, th, ng, nk, ending in s and s /z/.**  To revisit the tricky words; ***the, I, put, and, go, no, to, into, be, me, we, she, he, her*** and ***has.*** |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:**  To begin to understand composition of numbers to 5 by adding. |
| **Understanding of the World:**  To describe what they feel whilst outside. |
| **Expressive Arts and Design:**  To begin to show different emotions in their drawings e.g. happy, sad, fear etc. |
| **Revisit and Review**  The children will be revisiting their knowledge of autumn and recap the autumn poem they learnt, and the tricky words we, he, me and she. |
| **Vocabulary:**  Shivered dashed grumbled miserably generous |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **Friday 3rd December:**  **Monday 6th December :** Big Cat Collins Ebook (accessible throughout the week)  **Wednesday 8th December:** Weekly GPC recognition and words. |

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| **Key Question Week 13:** Why is it so cold in the Winter? |
| **Key Text for Linked Learning:** *Little Robins Red Vest* by Jen Feamley  **Rhyme of the Week:** Little Robin Red Breast  Christmas is getting even closer, the elves have sent us a message to say that everybody at the North Pole are very busy and Father Christmas is checking his list! Father Christmas has sent us an early present of a book, all about his winter friend. The children will listen to the story of ‘Robin Red Vest’ and talk about his kind actions and how we are kind in school every day. The children will then be thinking about what acts of kindness what they shown their friends since starting school and what acts of kindness they can continue showing at school.  Robins are a sign of the season Winter, the children will explore the changes and signs of this season by going on a wintery walk around the school field to help describe how it feels; cold, crisp, freezing etc. Making links to the story, the children will discuss why it was so important that the robin had a vest. Father Christmas would like us to design and make another new vest for Mr Robin with special features. The children will need to use their scientific vocabulary and knowledge to help us with this. |
| **PSED:**  To demonstrate acts of kindness towards others. |
| **Communication and Language:**  To use some exact repetition of story language. |
| **Physical Development:**  To recognise the importance of regular exercise.  To practise the taught skills of throwing and catching large and small balls.  To practise the formation of D, E, F, G (capital letters). |
| **Literacy:**  To sound talk and segment to write labels.  To read a simple caption/label. |
| **Phonics:**  To revisit and review phonemes taught over this half term; **ll, ss, ff, j, v, w, y, z, zz, qu, ch, sh, th, ng, nk.**  To read words **ending in s and s /z/.**  To revisit the tricky words; ***the, I, put, and, go, no, to, into, be, me, we, she, he*** and ***her.*** |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:**  To begin to understand composition of numbers to 5 by adding. |
| **Understanding of the World:**  To describe how we may feel during a Winter walk e.g. freezing, cosy. |
| **Expressive Arts and Design:**  To begin to show different emotions in their drawings e.g. happy, sad, fear etc. |
| **Revisit and Review**  The children will be revisiting their knowledge of autumn and recap the autumn poem they learnt. The children will be recapping the tricky words we, he, me and she. |
| **Vocabulary:**  shivered dashed grumbled miserably generous |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **A REMINDER TO BRING IN AN ORANGE PER CHILD FOR CHRISTINGLE ON MONDAY**  **Friday 3rd December:** Make a simple adding game for number to 5; snakes and ladders, snap etc. Please can these be tweeted on the school twitter page @hillwestprimary  **Monday 6th December :** Big Cat Collins Ebook (accessible throughout the week)  **Wednesday 8th December:** Weekly GPC recognition and words. |

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| **Key Question Week 14:** Why do we celebrate Christmas? |
| **Key Text for Linked Learning:** Nativity Story- Bible / Christmas Bear -  **Rhyme of the Week:** Away in a Manger  Welcome to the Reception Workshop! Santa needs our help in helping the Elves to sort out the wrapping station – can you help?  After sharing the story ‘Christmas Bear’, the children will be discussing how Bear made it to Tom’s house. Children will be talking about their past experiences of Christmas and sharing their favourite toy/ present with their friends. In Literacy the children will be writing Christmas lists for Father Christmas and writing Christmas cards to their friends and family using their GPCs knowledge.  The children will also be hearing the story of the Nativity. Children will begin to learn about the significance of the Nativity story in Christianity and about Jesus; who Jesus is, where Jesus lived and how it links to Christmas. The children will then be exploring how different places around the world celebrate Christmas, using the story of ‘The Christmas Bear’. The children will investigate what those places are like and how they are similar or different to where they all live. |
| **PSED:**  To share what they like about Christmas.  To respect and look after own belongings. |
| **Communication and Language:**  To describe and element from a past event; Christmas. |
| **Physical Development:**  To practise running, hopping, skipping and climbing.  To practise the formation of D, E, F, G (capital letters). |
| **Literacy:**  To sound talk and segment to write a Christmas List.  To read a simple caption/label. |
| **Phonics:**  To revisit and review digraphs: **qu, ch, sh, th, ng, nk.**  To revisit the Phase 2 tricky words; ***we, he, be, she***, ***go, no, to*** and ***into.*** |
| **Reading:**  To apply their phonics knowledge in their daily reading practise session.  This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency. |
| **Mathematics:**  To identify the objects that are long and short, using the correct mathematical vocabulary. |
| **Understanding of the World:**  To compare and contrast figures from the past; Jesus.  To recognise that people have different beliefs and celebrate Christmas in different ways around the world. |
| **Expressive Arts and Design:**  To name and match secondary colours to help make our 2022 Calendar. |
| **Revisit and Review**  The children will be revisiting their knowledge of 2D shapes; naming, corners and sides. The children will also be recapping the tricky words **the, her, I** and **and.** |
| **Vocabulary:**  Long Short Christmas Jesus Bethlehem |
| **Homework:** Homework is given out on a Friday and can be brought in throughout the following week.  **Friday 9th December:** Show off your writing skills to your parents at home and write a Christmas list of what you are hoping for on Christmas day. Can you remember to use your segmenting fingers?  **Monday 13th December :** Big Cat Collins Ebook (accessible throughout the week)  **Wednesday 15th December:** Weekly GPC recognition and words. |