

Nursery Autumn Term



Cycle 1 Talk 4 Writing Texts:



Cycle 2 Talk 4 Writing Texts



Key Questions

Who am I?
Who lives in my house?
When is Autumn?
What do we celebrate?

Physical Development

As a learner, the children will kick, throw and catch balls. They will build independently with a range of resources. They will walk, run, jump and climb and use stairs independently. Children will develop their gross motor skills through being active in the outdoor area.

Communication and Language

As a learner, the children will be able to listen to others in one-to-one or small groups and understand and respond to instructions with more elements. They will begin to speak more extensively about things that are of particular importance to them.



Topics we will cover

Cycle 1:

Who am I?
Why are leaves crispy?

Cycle 2:

Who am I?
Is it Shiny?

Visits and Experiences

Autumn Walk
Parents stay and play
Fire Engine
Outdoor Learning
Cosy Reading Evening

Maths

As a learner, children will explore, match and name some colours. To explore and extend AB colour patterns. They will find matching pairs and identify same and different. They will begin to sort objects by size, shape and colour. They will start identifying sorting rules and explain what they have noticed. They will recognise numerals 1 and 2, count to 2 and subitise up to 2. They will copy and create AB movement patterns.

Personal, Social and Emotional Development

As a learner, the children will become more aware of the similarities and differences between themselves and others in more detailed ways. They will be able to recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others' feelings. They will begin to seek out companionship with adults and other children, sharing their experiences and play ideas.

Literacy

As a learner, children will talk about the stories they have read and use repeated words and phrases from familiar stories. They will take part in lots of rhyming and rhythmic activities and will listen to different sounds in the environment. They will be encouraged to draw freely in their play using a range of media and materials indoors and outdoors.

Rights Respecting Schools

Article 1: Definition of a child
Article 2: No discrimination
Article 7: Name and Nationality
Article 8: Identity
Article 24: Health, water, food, environment



Who are you?

Reception Autumn 1

Overview- In this topic children will learn about themselves, their school and their local environment. They will develop relationships with their friends and their teachers. We will look for signs of Autumn and investigate seasonal changes.

Key Question?



Who are you?

How have you grown?

Where do you live?

Why do squirrels hide their nuts?

Rights Respecting Schools



A1 Definition of a child
A8 Identity
A15 Joining a group
A27 Safe home

Visits and Experiences

Studying ourselves and our families

Locality walk- houses

Walk in the woods

Seasonal changes- leaf prints

Curriculum Goals

I have settled into full time school

I have made friends

I can identify the signs of Autumn

Understanding Our World

Past and Present

Family and homes

Our school

Our local area (mapping)



Using our senses to explore Autumn

RE

Where do we belong?

Music

Me!



School Community

Bader Values

Be Happy

Aim High

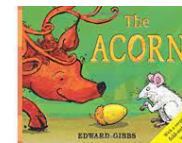
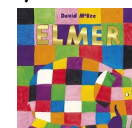
Determination

Excellence

Respect



Key Texts



Hooks and Flourishes

Starting school

Parents stay and play



What happens when you go to sleep?

Reception Autumn 2

Overview- In this topic children will learn about the differences between day and night. We find out about the importance of sleep and how this affects our well-being. We learn about nocturnal animals and how they navigate in the dark. We learn about the emergency services who work whilst we are asleep.

Key Question?



What happens when we go to sleep?
Why is sleep important?
Why are there stars in the sky at night?
Which animals come out at night? How do they find their way around?
Who helps us?

Rights Respecting Schools

A14 Freedom of thought and religion

A6 Life survival and development

A31 Rest, Play, Culture and Art



Visits and Experiences

Emergency Services - visitors

Fire Safety

Investigating Shadows

Diwali - food and dancing

Curriculum Goals

I can name nocturnal animals and describe how they navigate in the dark.

I can retell a known story and talk about the characters.

I can describe ways to keep myself safe.

Understanding Our World



Dark and light

People who help us

Nocturnal animals

Seasonal Changes-
Autumn into Winter

Festivals and Celebrations



RE

Why is Christmas important to Christians?

Music



My Stories

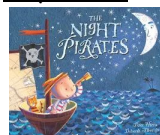
School Community

Remembrance Day

Bonfire night

Douglas Bader- Who is he?

Key Texts



Hooks and Flourishes

Visit to Hardwick Park

Cosy Reading Evening

Parents Stay and Play- Christmas



Toy Story

Year 1 Autumn Term

During this topic, children will discuss changes through time. They will have the opportunity to explore how toys have changed through time and begin to think of the reasons why. They will look at similarities and differences between old and new toys and the features that make a good toy.

As a **Historian**, children will discuss their favourite toys and begin to give reasons as to why. They will compare this to favourite toys from older people in their families and discuss how they are similar or different. The children will look at a range of old toys from the Victorian period and then begin to give reasons why they might be different. They will look at the materials of the toys and investigate how the materials have changed.

As a **Scientist**, children will observe seasonal changes and will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify classify materials based on their properties and perform simple tests.

Rights Respecting School Links

Article 6 - Life, survival and development.
Article 13: Sharing thoughts freely
Article 27: Food, clothing and a safe home
Article 31: Rest, play, culture and art.

As a **Geographer**, children will look at parks and what toys can be played with in the park. Children will have the opportunity to visit a local park.

RE - children will learn what it means to 'belong to a faith community and what Christians believe God is like?

As an **Artist**, children will explore the artist Vincent Van Gogh. They will learn and practise his painting techniques, style and use of colour. They will then use this as inspiration to create their own artworks.

As a **Mathematician**, children will explore games through counting within their place value topic as well as completing elements of the following topics: addition and subtraction, geometry, measurement and fractions.

As a **Musician**, children will sing a melody that travels up and down (ascending and descending). They will play or clap simple rhythmic patterns using long and short sounds.

As a **Computer Technician**, children will identify the main parts of a computer and explain how to use them correctly and safely. They will learn how to use technology purposefully to create a digital painting.

As a **Designer**, children will research, design, make and evaluate their own textile puppet toys using different materials and exploring joining techniques.

Hook - Children will bring in their favourite toy from home to share with other children.

Final flourish - Children will make a cup and ball game and a whirligig with their parents and carers to enjoy playing.

As a **Writer**, children will retell the stories of 'Beegu' and 'Dogger'. They will create wanted posters and recount the events of space week. They will explore the features of non-fiction texts and write a report on toys from the past.

Class Texts

Beegu
Aliens love underpants
Dogger
Non-fiction (toys)

PSHE - children will learn about rules and expectations, how to keep themselves safe and about the characteristics of friendships.



Toys

Year 2 Autumn Term

During this topic, the children will recognise changes in toys over living memory, focusing on technology and materials. They will understand the difference between old and new toys and sort toys chronologically and place them on a timeline. They will also identify properties of old and new objects and explain how to tell them apart.

As a **Historian**, the children will be looking at Toys through Time. Children will explore their own favourite toys and then compare these to those that their parents and grandparents played with. They will learn the key indicators to help us identify whether toys are old or new include packaging and the toy's condition.

As a **Designer**, children will explore making playground structures. They will analyse how structures are made and move and how to make them stable. They will then design and create their own model playground equipment.

As a **Scientist**, children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will test materials and conclude which is the best material to create a waterproof outfit for Traction Man.

As an **Artist**, children will explore the artist Vincent Van Gogh and be able to describe his work. They will learn and practise using colour, texture and line in the context of painting landscapes in the style of van Gogh.

As a **Musician**, children will explore Pulse, Rhythm and Pitch. They will consider the question 'How does music help us to make friends?'

As a **Computer Technician**, the children will investigate how IT improves our world and learn about the importance of using IT responsibly. They will also capture, edit and improve photos digitally.

As a **Geographer**, children will look at parks and what toys can be played with in the park. Children will have the opportunity to visit a local park

As a **Writer**, children will write a non-chronological report about how toys have changed through time.

Class texts

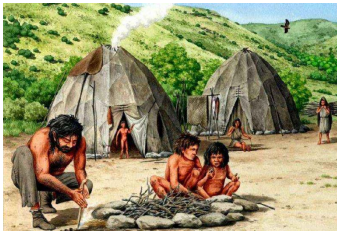
Traction Man
Superdad's Day off
The Clockwork Dragon
The Magic Paintbrush
Non-Fiction (Toys)

Right Respecting Articles:

Article 6: Life, survival and development
Article 13: Sharing thoughts freely
Article 27: Food, clothing and a safe home
Article 31: Rest, play, culture and art.

Hooks, Flourishes & Outdoor Learning

Children will begin their topic by bringing in their favourite toy to discuss and share with their friends. They will finish their topic by sharing their learning with parents/carers and working together to follow instructions to make a toy from the past to enjoy playing.



Time Team: Stone Age to Iron Age

Year 3 Autumn Term

During this topic, children will walk through time between the Stone Age, Bronze Age and Iron Age. They will learn all about what it was like to live in this time period, and how we have discovered this through evidence. They will explore prehistoric settlements, and what it was like to be a prehistoric artist. Children will use technology to bring the Stone Age to life, creating an animation.

As a **Historian**, children will learn how Britain has changed since the beginning of the Stone Age and know the main differences between the Stone, Bronze and Iron Ages. They will learn about the culture, leisure activities, homes and clothes of people from this time period and understand that a timeline can be split up into BC and AD.

As an **Artist**, children will learn about prehistoric art, experimenting with charcoal, berries, leaves, homemade paints and more. Children will get a sense of what it was like to create art thousands of years ago and why these pieces were created.

As a **Geographer**, pupils will look at how the landscape of Britain has changed since Neolithic times. Children will explore prehistoric settlements like Skara Brae and discuss the physical and human features of Britain's prehistoric landscape. They will identify how Britain was once joined to Europe by Doggerland.

As a **Computer Technician**, children will create their own animation using several pictures that move in small increments.

As a **Musician**, pupils will be developing notation skills, exploring how music brings us together, and enjoying improvisation alongside using a musical instrument to enhance the experience.

As a **Writer**, children will write a non-chronological report detailing information they have learnt about the Stone Age. They will also explore the characters within the stories and how they acted then creating a character description. Class Texts: Stone Age Tales by Terry Deary - The Great Cave, The Great Storm and The Great Monster.

As a **Designer**, children will be designing, making and evaluating their own mechanical poster of Stone Age Tales: The Great Storm. Parents will be invited to take part in this activity during our Final Flourish.

As a **Linguist**, children will learn numbers to ten, how to greet someone, names of some animals, give and follow simple instructions and French Christmas traditions.

RRS Articles:
6 - Life survival and development

13 - Sharing thoughts freely

24 - Health, water and food

27 - Food, clothing and a safe home

31 - Rest, play, culture and art

Hooks, Flourishes & Outdoor Learning

During Outdoor Learning within school the activities include: fire lighting using flints, building mini shelters using natural resources and being hunter gatherers collecting fruit from around school. Children will explore the Stone Age to the Iron Age with an interactive visit to Hardwick Park where they will take part in a Stone Age orienteering challenge and map work. They will have the opportunity to produce cave paintings and explore the types of tools used during this period of time. They will also build larger shelters using natural resources. At school, they will take part in a Stone Age Drama where they can reenact a scene from the Stone Age Tales text to enhance their learning and understanding of Stone Age Life.



Marvellous Mayans

Year 4 Autumn Term

During this topic, children will be transported back in time to Central America and discover the ancient civilisation of the Mayans. They will explore the achievements and influences on the Western World.

As a **Historian**, children will discover who the Mayans were and learn about the hierarchy, lifestyle and beliefs of the Mayan people.

The fashion choices including headdress will be investigated and what this symbolised in society.

As a **Mathematician**, children will learn how their knowledge of mathematics and astronomy helped create the Mayan calendar and the number system.

As a **Scientist**, children will be exploring the different states of matter, before designing and creating their own electrical circuits.

As a **Designer**, children will be designing, making and evaluating their own Christmas light using electrical systems.

Hooks, Flourishes & Outdoor Learning:

Children will be introduced to the Ancient Mayans by designing masks that would be used in ancient Mayan ceremonies. Children will get the opportunity to try Mayan foods and drinks that were significant to the crops that they grew. The ancient ball game Pok-a-tok will be studied and children will take part in a tournament to celebrate the end of their learning on this topic.

As a **Musician**, children will explore how music can bring us together and how it will connect us with our past.

PSHE children will complete units on communication, collaboration, healthy relationships, similarities and differences and health.

As a **Computer Technician**, children will create digital posters by combining digital objects, text and images imported from the web and their camera roll. They will understand computer networks and how the Internet works, using this knowledge to create their own green screen video with animated backgrounds.

As an **Artist**, children will explore the unique art style of the Mayans through the lens of artist Richard Mazzola. They will create their own Mayan masks before developing their print skills in their final piece of work.

As a **Linguist**, children will learn the names of parts of the face and how to describe them, parts of the body, names of animals, and French Christmas traditions.

As a **Writer**, the children will research and write non-chronological reports about Mayan gods and fact files about Chichen Itza. Children will also create instructions on how to play the ancient Mayan game of Pok-a-tok.

Children will also focus on writing letters and newspaper reports in their study of 'The Firework Maker's Daughter'.

Class Texts: The Firework Maker's Daughter.

As a **Geographer**, children will identify North and South America on the globe and will discover Central America. They will locate ancient Mayan cities and what their modern names are and learn about how they used the land.

In **RE**, children will learn about Hindu beliefs and cultures, as well as the of the Christian trinity.

RRS Links:

Article 6 - Life, Survival and Development, Article 17 - Access to Information, Article 13 - Sharing Thoughts Freely, Article 31 - Rest, Play, Culture and Arts.



The Raging Romans

Year 5 Autumn Term

This topic will transport children back in time to when the Roman Empire conquered Britain. The children will delve into the history of the Roman Empire and the impact it had on Britain. Children will discover the Romanisation of Britain and the new technology and way of life that the Romans introduced. They will experience life as a Roman soldier and they will learn about significant people such as Julius Caesar and Boudica and the resistance she led.

As a **Historian**, children will discuss the chronology of the Roman invasion of Britain and the timeline of the Roman Empire and its impact considering cause and effect. Children will learn about the life of a Roman soldier and handle artefacts and secondary sources that tell us more about this period in history.

Rights Respecting School Links
Article 6 - Life, survival and development.
Article 7 - Identity.
Article 27 - Food, clothing and a safe home.
Article 38 - Protection in war.

As a **Scientist**, children will learn about the different types of forces and their effects and discover the wonders of Earth and Space.

As a **Designer**, children will be designing, making and evaluating their own cam toy and will design and make a Roman shield.

As a **Computer Technician**, children will complete a unit on programming with a focus on repetition in games and a unit on creating media focussing on Vector graphics.

As a **Musician**, pupils will learn to play the ukulele with the Tees Valley Music Service.

RE - children will learn about what it means for Christians to believe that God is holy and loving and what it is like to be a Muslim in British today.

PSHE - children will complete units on communication, collaboration, healthy relationships, similarities and differences and health.

As a **Mathematician**, children will enhance their knowledge of Roman numerals within their place value topic as well as completing elements of the following topics: the four operations, fractions, geometry and measure.

As a **Writer**, children will use the knowledge they gain from studying Italy to write diary entries and newspaper reports about the eruption of Mount Vesuvius and how it completely destroyed Pompeii.
Reading - Children will read 'Escape from Pompeii' and 'The Spiderwick Chronicles', which they will use a stimulus for a spooky narrative, and a variety of reading comprehensions to apply their VIPERS skills.

As a **Geographer**, pupils will use maps to identify the key areas of invasion for the Roman Empire and Roman Britain.
Children will research and learn about the country of Italy and identify key towns, cities and landmarks.

As an **Artist**, pupils will explore the architecture of Roman buildings and temples such as Pantheon, Colosseum and Roman bath houses. They will also study the artist Eva Rothschild and her famous art work 'xxx' and focus on the skills of sculpture, printing and collage.

Hooks and Final Flourishes
Children will visit Segedunum Roman fort and museum and take part in a workshop about the life of a Roman soldier.

The final flourish will allow children to reenact a Roman battle using the shields they make.

As a **Linguist**, pupils will describe High Street buildings, give directions and learn French Christmas traditions.



Up the Chimneys

Year 6 Autumn Term

This topic will transport children back to the time when Queen Victoria reigned called the Victorian era. She was Queen from 1837 to 1901 and this topic will focus on the many things that happened in Britain during this time.

As a **Geographer**, children will discover the landscape changes that occurred as a result of the industrial revolution. They will describe the impact humans have had on the environment and how levels of pollution have changed over time.

As a **Computer Technician**, children make a interactive game which involves variables using the programme Scratch.

Children also make a desk tidy 3D model using TinkerCAD.

Y6 children continue to develop their knowledge of how to keep safe online through Digital Literacy.

As a **Historian**, children will learn about Queen Victoria and the changes in Britain that occurred during her reign. The industrial revolution will be studied and how it impacted Britain considering effects on the country and on people's lives. Children will learn about major inventions that took place during this era and the impact they had. In addition, children will learn about what home life and school life was like and how it differs from modern day.

RRS

Article 3 - Best interests of the child
Article 20 - Children without families
Article 27 - Food, clothing and a safe home
Article 32 - Protection from harmful work

In **RE**, children will critically review the question 'why do some people believe in God and others do not?'

As a **Designer**, children will be designing, making and evaluating a toy using a gear or pulley system.

As a **Musician**, children will explore how music brings us together and how music connects us with our past, exploring music from different time periods and discuss how these compare.

As a **Linguist**, children will learn the names of classroom objects, learn about French school life, jobs and French Christmas traditions.

Hooks, Flourishes & Outdoor Learning

Children will experience what life was like for children during a Victorian school day and handle artefacts from Preston Park museum. Parents will be invited in for children to showcase their learning.

As a **Writer**, children will write a diary entry and a letter from the perspectives of children living in this era. A time-travel narrative in which the main character travels back to Victorian school will be written, as well as an instructional piece on 'How to Steal Christmas' based on The Grinch by Dr Seuss.

Reading - Class texts: Streetchild - Berlie Doherty

As an **Artist**, children will explore pop art and how culture can influence art. They will compare this to art in the Victorian era and the idea of what it means to be an 'icon'.

As a **Mathematician**, children will continue to develop their understanding of place value and the four operations. This leads into learning on fractions, decimals and percentages.

As a **Scientist**, children will learn about light, different sources of light and how it travels. Also, children will learn about electricity - learning circuit symbols and how to draw and recreate circuits from diagrams. Children will develop their working scientifically skills

In **PSHE**, children will complete units on communication, collaboration, healthy relationships, similarities and differences and health. They will learn about the importance of teamwork as well as road safety and online safety.