

Term 2	Splendid Skies/ seasonal changes	Trips/ Special Events
Week 1	Nature walk around the local area.	Local area walk.
Week 2	The Wind Read the story of Sir Francis Beaufort.	Kite Making
Week 3	Rainbow	Winter Sports day
Week 4	Summer Sun	
Week 5	Rain	
Week 6	RE - Jesus' Birth	Christmas Dinner Nativity
Week 7	Christmas	Panto Elf Express Come and Play

	Literacy	Maths	Foundation subject Focus	Passport Challenges
Week 1: Nature Walk	<p><i>Ask relevant questions to extend their understanding and knowledge</i></p> <p>Take a nature's treasures walk to search for seasonal signs. Ask children to make observations of trees, responding to questions such as 'Can you see leaves?'</p>	<p>Systematic number bonds within 10</p> <p>Number bonds to 10</p>	<p><u>Geography Focus</u></p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p>Identify the current season and observe the weather on a</p>	<p><i>Use a range of materials creatively to design and make products.</i></p> <p>With materials from the nature walk, children to make an autumnal collage.</p> <p><i>Observe changes across the four seasons.</i></p> <p>Explore suitcases packed with clothes for different seasons. Match the suitcase to the season and suggest other things to include in each case.</p> <p><i>Sequence sentences to form short narratives.</i></p> <p>Write simple sentences to match images from their nature walk.</p>

	<p>What colour are they?' Investigate what the weather is like, looking upwards to the clouds to look at their shapes, sizes and colours.</p>		<p>daily basis. Ask and answer questions about the weather, such as 'Is this weather typical of the season? How is the weather the same or different to yesterday or the day before?' Make simple weather symbols using card, coloured pens and pencils and place them on a class weather chart every day</p>	
Week 2: The Wind	<p><i>Compose a sentence orally before writing it.</i></p> <p>Share and discuss photographs taken on a windy day, relating these to individual experiences of playing in the wind. Suggest words to describe how the wind feels and how it affects the world around them. Rehearse a sentence about a chosen</p>	<p>Addition</p> <p>Addition word problems</p>	<p><u>History Focus</u></p> <p><i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i></p> <p>Read the story of Sir Francis Beaufort. Explain why they think his work was important</p>	<p><i>Sequence sentences to form short narratives</i></p> <p>Complete a second sentence, using rhyme where possible. Refer to brainstormed rhyming words for ideas. Practise saying the second sentence aloud before writing</p> <p><i>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</i></p> <p>Play outside on a windy day and feel the wind blow in their faces. Shout, fly kites, blow windmills or hold coats, carrier bags or cotton sheets above their heads to feel the force of the wind. Learn how to use an anemometer to measure the speed of the wind</p>

	picture and write it down.		and how it helps others. Write a short account of why Beaufort was significant and illustrate.	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> Listen to and join in with songs and nursery rhymes about the wind. Add sound effects using voices, everyday objects and percussion instruments.
Week 3: Rainbow	<i>Link what they read or hear to their own experiences.</i> Talk about when they have seen a rainbow. What happens to make a rainbow? What colours do we see?	Subtraction- find a part Fact families- the 8 facts	<u>Geography Focus</u> <i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i> Explore maps, globes and atlases to locate the equator and the countries and continents that are near and far from the equator. Make a list of countries that the equator runs through. Choose a country or continent to research online and print a picture	<i>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</i> Play in the rain, finding puddles of different shapes and sizes. Make a simple rain gauge and write down the amount of rain collected each day. <i>Use their observations and ideas to suggest answers to questions.</i> Ask the children if they have ever seen a weather forecast on the television or online. Discuss what weather forecasts are and their features. Then share the Weather forecasts presentation and the Weather symbols poster to provide information about the history of weather forecasting and the work of meteorologists. Ask the children questions about the information to check their understanding as you read. <i>Perform simple tests.</i> Use the skittles and water to create a rainbow image. Discuss what they observe.
Week 4: Summer Sun	<i>Sequence sentences to form short narratives.</i>		<u>Science focus</u> <i>Develop understanding of the</i>	<i>Link what they read or hear to their own experiences.</i>

	Using the holiday images as inspiration, imagine being part of the image and write sentences about the experience.		<i>nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</i> Children will have a variety of items associated with all weather types – sun hat, wellies, coat, scarf, sun cream, tshirt etc.. They will then choose the correct items to keep themselves safe from the summer sun.	Explore travel magazines and pictures of people doing different activities in the sunshine. Talk about what they can see and relate this to their experiences of playing in the sunshine or being on a summer holiday. Practise saying a sentence aloud for each of the pictures. <i>Observe closely, using simple equipment</i> Use a thermometer to record the temperature over the course of a week. Read scales using standard and non-standard measures and record these on a simple chart. <i>Use a range of materials creatively to design and make products</i> Make season trees. Decorate a tree for each season using a range of collage materials, such as beads, ribbons, painted blossoms, fruits and leaves. Experiment with different materials and talk about their intentions as they work.
Week 5: Rain	<i>Say out loud what they are going to write about, making simple pictorial or written records where appropriate</i> Catch a raindrop. Work with a partner to collect and list different ideas for catching raindrops. Pick one suggestion and work out a chronological		<u>Art Focus</u> <i>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i> Look at artist Berndnaut Smilde's	<i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</i> Orally rehearse instructions for dressing on a rainy day. Use sequencing words (time adverbials) in their talk and self correct if they get mixed up. <i>Observe and describe weather associated with the seasons and how day length varies.</i> Provide children with information about day length in different seasons. Which season is lightest? Darkest?

	sequence of steps for completing the task.		moving cloud installations. Consider questions such as 'How did the artist make them? Why do you think he makes art that disappears?' Collect words that describe Smilde's cloud work and display these on cloud shaped word cards. Explore ways of making temporary clouds using flour or more permanent cloud sculptures using cloud dough.	
Week 6:Christmas	<i>Children will write a Christmas list to Father Christmas. Compose a sentence orally before writing it.</i>	Subtraction- take away/ cross out Subtraction on a number line		Christmas Crafts Nativity Play Marlowe Trip
Week 7: Jesus Birth	Who is a Christian and what do they believe? <i>Retell and suggest meanings to some religious and moral stories, exploring</i>	Assessment	<u>RE Focus</u> <i>Who is a Christian and what do they believe(Christmas Focus)</i>	Come and Play Quex Park - Ice skating Christmas Party

	and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		Writing a Christmas card for the local elderly community.	
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