

	Literacy	Foundation subject	Passports
<p><u>Week 1:</u> Seasonal changes</p>	<p><i>Say aloud what they are going to write about.</i> Take a nature's treasures walk to search for seasonal signs. Upon returning, can children record their observations of what they have seen?</p>	<p><u>Geography Focus</u> <i>Identify seasonal and daily weather patterns in the UK.</i> Children to identify the 4 seasons and what season we are currently in. on the map, can they draw a compass and add weather symbols for today's weather in the north/south.</p> <p>As a class, make a weekly weather chart for Dover. Photo and stick into books.</p>	<p><i>Observe changes across the four seasons.</i> Explore suitcases packed with clothes for different seasons. Match the suitcase to the season and suggest other things to include in each case. <i>Identify similarities and differences between two or more pieces of art.</i> look at artwork depicting different seasons. Choose two and label which season it shows. <i>Identify 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.</p>
<p><u>Week 2:</u> Summer Sun</p>	<p><i>Link what they read or hear to their own experiences.</i> Children to have pictures of themselves from summer. Describe what is happening in the photo.</p>	<p><u>Science focus</u> <i>Observe changes across the four seasons</i></p>	<p><i>Explain in simple terms how shadows are formed.</i> children to place objects outside and observe how the shadow is formed/changes throughout the day. <i>Talk about what they have done and say, with help, what they think they have found out.</i> place an object on sun print paper and observe the effects of the sun. <i>Use a range of materials creatively to design and make products</i> Make a suncatcher to display on the classroom window. <i>Investigate weather using toys, models or simple equipment.</i> Children to use a thermometer to measure the temperature..</p>

<p>Week 3: Mix it up! Art</p>	<p><i>Say aloud what they are going to write about.</i></p> <p>"The Leaf Thief" create a missing poster for the leaf. Use adjectives to help identify your particular leaf.</p>	<p>Art Focus</p> <p>Identify and use paints in the primary and secondary colours.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Children will be given primary colour paints to find out how to make different shades to make a rainbow.</p>	<p><i>Use a range of materials creatively to design and make products.</i></p> <p>Decorate a kite and test it outside.</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>Children to look at seasonal changes of an apple tree and describe/label the changes they notice and why they think they occur.</p> <p><i>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</i></p> <p>Children to observe the weather outside and make note of the different colours they see.</p> <p><i>Draw or read a simple picture map.</i></p> <p>Use a variety of aerial views to spot recognisable features, such as trees, houses, rivers, roads and fields. What might it be like to sit on a cloud above the school? Think and talk about things they might see. Draw simple sketch maps to record their ideas.</p>
<p>Week 4: Hibernation</p>	<p><i>Write sentences by re reading them to make sure it makes sense.</i></p> <p>Write a fact file about an animal that hibernates.</p>	<p>Science focus</p> <p>Observe how day length varies.</p> <p>Children to look at why day light changes and analyse a chart to identify how it changes in the different seasons.</p>	<p><i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i></p> <p>build a habitat for an animal in winter. Explain their process/choice of materials.</p> <p><i>Observe changes across the four seasons.</i></p> <p>Display the Seasons picture cards and four labelled hoops. Invite the children to sort the picture cards into the correct hoop. Offer sticky notes and marker pens for them to write down words and sentences to describe what is happening in the pictures.</p> <p><i>Ask simple questions and recognise that they can be answered in different ways.</i></p> <p>Implore the children to think about how rain can impact animals. We</p>

			are going to measure rainfall across 24 hours and think of ways animals may keep themselves dry.
<u>Week 5:</u> Winter Winds	<i>Play Rehearsal</i>	<u>History Focus</u> <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> Read the story of Sir Francis Beaufort. Explain why they think his work was important and how it helps others. Write a short account of why Beaufort was significant and illustrate.	<i>Gather and record simple data/ observe closely, using simple equipment.</i> children to use a windsock/anometer to record the wind speed over a few days. <i>Use their observations and ideas to suggest answers to questions.</i> Ask the children to think about the weather yesterday and today. Using this knowledge, what do they suggest the weather will be like tomorrow? <i>Use a range of materials creatively to design and make products.</i> Explore ways of making temporary clouds using flour or more permanent cloud sculptures using cloud dough.
<u>Week 6</u> <u>DT Shade and Shelter</u>	<i>Play Rehearsal</i>	<u>DT - Build a Shelter - Forest School?</u>	<i>Observe and describe different types of weather.</i> Children to dress for the weather outside. <i>Observe and describe weather associated with the seasons and how day length varies.</i> Looking at the seasonal daytime/night time chart, children to identify which months have the most/least daylight.
<u>Week 7:</u> RE	<i>Sequence sentences to form short narratives.</i> Look at the Nativity story. Children to sequence the key events and write a sentence to explain what is happening.	<u>RE Focus</u> <i>Who is a Christian and what do they believe?</i> How do we celebrate Christmas? Discuss how people have different ways to celebrate.	Nativity Play
<u>Week 8:</u> Christmas	<i>Say out loud what they are going to write about, making simple pictorial or written records where appropriate.</i> Write a list to Father Christmas. Including things that family members might want for Christmas.		Christmas Crafts Panto Come and Play

