



Hot and Cold Countries

	WEEK 1 30/10/23	WEEK 2 6/11/23 Armistice Day 11/11/22	WEEK 3 13/11/23	WEEK 4 20/11/23	WEEK 5 27/11/23	WEEK 6 4/12/23	WEEK 7 11/12/23
LEAD TEXT/TOPIC	Blown Away- Rob Biddulph Hot and Cold Countries	Blown Away- Rob Biddulph Hot and Cold Countries	Blown Away- Rob Biddulph Hot and Cold Countries	Blown Away- Rob Biddulph Hot and Cold Countries	Blown Away- Rob Biddulph Hot and Cold Countries	Blown Away- Rob Biddulph Hot and Cold Countries	Blown Away- Rob Biddulph Hot and Cold Countries
ENGLISH Genres RRSA article 28 the right to an education	The True Story of Guy Fawkes and the Gun Powder Plot English skills: Using capital letters and full stops.	Hot and cold countries (adjectives) English skills: Using the word 'and'.	Non-Fiction-Hot and Cold countries Information Texts Animals from hot and cold countries English skills: Writing high frequency words in sentences.	Blown Away-Narrative –character, setting, (describing sentences) English skills: Writing high frequency words in sentences.	Assessed writing- Blown Away -Narrative Plan and write English skills: Writing layout (starting at the beginning of a line and writing until the end).	Letters to Santa-Jolly Christmas Postman story English skills: Attempt to write to the task (letter to Santa).	Christmas Story English skills: Revisit (AFL).
MATHS Refer to Maths Hub Planning RRSA article 28 the right to an education	White Rose Maths <u>Addition and Subtraction</u> Find a part Subtraction - find a part Fact families - the eight facts	White Rose Maths <u>Addition and Subtraction</u> Subtraction - take away/cross out (How many left?) Subtraction - take away (How many left?)	White Rose Maths <u>Addition and Subtraction</u> Subtraction on a number line Add or subtract 1 or 2	White Rose Maths Assessment Week Addition problems	White Rose Maths <u>Place Value</u> Count within 20 Understand 10 Understand 11, 12 and 13	White Rose Maths <u>Place Value</u> Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20	White Rose Maths <u>Shape</u> Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes



<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Refer to the Kent Scheme of Work unit plans</p> <p style="text-align: center;">RRSA article 28 the right to an education</p>	<p>Everyday Materials</p> <p>To be able to identify and name a variety of everyday materials</p> <p>What is this made from? Sorting materials</p>	<p>Everyday Materials</p> <p>To be able to describe the simple physical properties of everyday materials.</p> <p>Can you describe what the object feels/look like?</p>	<p>Everyday Materials</p> <p style="color: red;">Exploring the outside environment</p> <p>To be able to compare and group together everyday materials. Talk about man-made and natural materials and their physical properties.</p> <p>Asking questions/giving answers</p>	<p>Everyday Materials</p> <p>To be able to perform simple tests on the properties of everyday materials.</p> <p>Do you think this object will melt/float/bend?</p>	<p>Everyday Materials</p> <p>To be able to ask simple questions and recognise that they can be answered in different ways.</p> <p>Generate own ideas for a simple test.</p> <p>Use the story of the three little pigs and get children to devise a test to see which materials would be good to make strong houses for the story?</p>	<p>Everyday Materials</p> <p>To compare a variety of materials on the basis of their physical properties</p> <p>Testing materials for clothes for a hot/cold country (waterproof, warm etc).</p>	<p>Everyday Materials</p> <p>To be able to record simple data in order to answer a question.</p> <p>Which materials make the best crash mat for Santa?</p>
<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">RRSA article 28 the right to an education</p>	<p>Guy Fawkes-history-sequence</p> <p>To know about the lives of significant individuals.</p>	<p>Remembrance Day 11/11/11</p> <p>To know about events beyond living memory.</p>					
<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">RRSA article 28 the right to an education</p>	<p>To know where London is and talk about cities.</p>	<p><i>To begin to name and locate the 7 continents and 5 oceans of the world.</i></p> <p>To label a world map.</p>	<p>Explore seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To mark the equator, hot, cold and warm climates on a world map.</p>	<p><i>To begin to name and locate the 7 continents and 5 oceans of the world.</i></p> <p>To identify hot and cold continents/ countries and talk about their features and where they are.</p> <p>To identify world oceans and talk about where they are.</p>	<p>Explore seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To identify hot and cold continents/ countries on a map.</p>	<p>Make simple comparisons between the UK and another country in the world.</p> <p>To look at live weather reports to compare/discuss between the UK and a chosen location.</p>	<p>Explore seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Weather watch for Father Christmas</p>
<p style="text-align: center;">COMPUTING</p> <p style="text-align: center;">RRSA article 28 the right to an education</p> <p style="text-align: center;">Article 17</p>	<p>DIGITAL LITERACY</p> <p>Pupils learn that they can go to exciting places on line but they need to follow certain rules to remain safe</p>		<p>INFORMATION TECHNOLOGY</p> <p>Create a Christmas card electronically on 2Animate.</p> <p>To use technology purposefully to create digital content.</p>	<p>INFORMATION TECHNOLOGY</p> <p>Create a Christmas card electronically on 2Animate.</p> <p>To use technology purposefully to create digital content.</p>			



<p>ART & DESIGN</p> <p>RRSA article 28 the right to an education</p>	<p>Halloween art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. 	<p>Winter themed Art</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Winter themed Art</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>Christmas hoops/garlands-3D</p> <ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc. Impress and apply simple decoration techniques, including painting. 	<p>Christmas hoops/garlands-3D</p> <ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc. Impress and apply simple decoration techniques, including painting. 	<p>Making Calendars Animals from Hot and Cold countries</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Making Christmas cards/crafts</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Making Christmas cards/crafts</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
<p>DESIGN TECHNOLOGY</p> <p>RRSA article 28 the right to an education</p>		<p>Making poppies</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p>					
<p>MUSIC</p> <p>RRSA article 28 the right to an education</p>	<p>Music Express</p> <p>Our bodies.</p>	<p>Music Express</p> <p>Our bodies.</p>	<p>Music Express</p> <p>Our bodies.</p>	<p>Music Express</p> <p>Our school.</p>	<p>Music Express</p> <p>Our school.</p>	<p>Music Express</p> <p>Our school</p>	
<p>PE</p> <p>RRSA article 28 the right to an education</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>	<p>Multi skills leading to games</p> <p>BEAM/Climbing</p>
<p>RE</p> <p>RRSA article 28 the right to an education</p> <p>Article 14</p>	<p>How and why do we celebrate sacred times?</p> <p>What do you celebrate and why? What stories do your family tell?</p>	<p>How and why do we celebrate sacred times?</p> <p>Why do Jewish people tell the story of Passover (Pesach) every year?</p>	<p>How and why do we celebrate sacred times?</p> <p>What do Muslims celebrate at Id-ul-Fitr?</p>	<p>How and why do we celebrate sacred times?</p> <p>What happened at Christmas and how does it make people feel?</p>	<p>How and why do we celebrate sacred times?</p> <p>How do Christians celebrate Christmas?</p>	<p>How and why do we celebrate sacred times?</p> <p>What matters most at Christmas?</p>	<p>How and why do we celebrate sacred times?</p> <p>Knowing the Christmas Story</p>



<p style="text-align: center;">PSHE</p> <p style="text-align: center;">RRSA article 28 the right to an education</p> <p style="text-align: center;">Article 24</p>	<p>Health & Wellbeing</p> <p>Understanding My Emotions</p> <ul style="list-style-type: none"> To describe and understand their feelings. To develop simple strategies for managing them. I can describe how I feel. I can recognise what might cause these feelings. I can identify different ways of responding to emotions. I can plan appropriate action to manage my feelings. 	<p>Health & Wellbeing</p> <p>What am I like?</p> <ul style="list-style-type: none"> To recognise and celebrate their strengths and set simple goals but challenging goals. I can describe what I am like /what qualities 	<p>Health & Wellbeing</p> <p>Ready for Bed</p> <ul style="list-style-type: none"> To understand the benefits of physical activity and rest I can understand the importance of sleep I know that I can affect the quality of sleep that I get I can think of ways to get ready for sleep 	<p>Health & Wellbeing</p> <p>Relaxation</p> <ul style="list-style-type: none"> To know how to relax in different ways. I know that there are different ways of relaxing. I can recognise when relaxation may help me. I can focus on tensing and relaxing different parts of my body to relax. I can use laughter to help me relax if I am nervous or have lots on my mind. 	<p>Health & Wellbeing</p> <p>Hand Washing and Personal Hygiene</p> <p>To recognise how germs are spread and how we can stop them spreading I can understand why I need to wash my hands.</p> <p>I can explain how to wash my hands properly.</p> <p>Allergies</p> <ul style="list-style-type: none"> To begin to understand allergies I understand that people can be allergic to things in food or things around them. I can explain what to do if I have an allergic reaction or one of my friends does. 	<p>Health & Wellbeing</p> <p>Sun Safety</p> <ul style="list-style-type: none"> To begin to understand the risks associated with the sun. I understand that sunshine can be good for me. I can explain the things I need to do to keep myself safe in the sun. 	<p>Health & Wellbeing</p> <p>People Who Keep Us Healthy</p> <ul style="list-style-type: none"> To understand that there are people in the local community who help us keep healthy. I can understand that some people have jobs which help to keep us healthy. I can explain how these People help to keep us healthy
<p style="text-align: center;">PMFL</p>							

LOTG to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning