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	Autumn 2
Topic title	The Enchanted Forest
Key Question	Can you identify and classify plants based on their characteristics? How do seasonal changes affect plants and trees?
Links to previous and future learning	<p><b>Previous:</b> EYFS: The Natural World, People Culture and Communities</p> <p><b>Future:</b> <b>Science Seasonal Changes:</b> Year 5: Movement of Earth, Planets and Moon, Night &amp; Day. <b>Geography:</b> Year 2, 4, 5, 6: Place knowledge, geographical skills, geographical words</p>
Global themes covered	 Sustainability  Global Awareness  Diversity  Human Rights  Equity
British Values	<p><b>British Values</b></p>  Democracy  Tolerance  Individual liberty  The rule of law  Mutual Respect
Redlands Values	<p><b>Redlands Values</b></p>   
UN Global Links	<p><b>UN Global Values</b></p>  5 GENDER EQUALITY  10 REDUCED INEQUALITIES  11 SUSTAINABLE CITIES AND COMMUNITIES  12 RESPONSIBLE CONSUMPTION AND PRODUCTION  16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Charity Link	Asha India
Visit/ experience linked to the topic	School Trip to Conkers - Barefoot Walk
Overall outcome for topic (showcase)	To understand how and where woodland animals live and how humanity is having an impact on their habitats. What can we do to help?
Hook	School Trip to Conkers - Barefoot Walk
Key Text suggestions	<p><b>Grammarsaurus</b> - Narrative Text - Hansel and Gretel  <b>Grammarsaurus</b> - Alternative Narrative Text - Jack and the Beanstalk</p> <p><b>Reading for Pleasure:</b>            The Gruffalo            The Gruffalo's Child</p>

	Goldilocks and The Three Bears
<b>English/Phonics Suggestions</b>	<p><b>Narrative – Hansel and Gretel</b> Grammarsaurus – Alternative Text - Jack and the Beanstalk</p> <p>Grammar Links:</p> <ul style="list-style-type: none"> <li>• Capital Letters</li> <li>• Full Stops</li> <li>• Nouns · Adjectives</li> <li>• Verbs</li> <li>• Expanded Noun Phrases</li> <li>• Co-ordinating Conjunctions</li> <li>• Third Person (They, He and She)</li> <li>• Past Tense (suffix -ed)</li> <li>• Common Exception words</li> </ul> <p><b>Poetry – Seasons</b> Grammar Links:</p> <ul style="list-style-type: none"> <li>• Capital Letters</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Rhyming couples</li> <li>• Present tense</li> <li>• Co-ordinating Conjunctions</li> </ul>
<b>MATHS</b>	<p><b>Number and Place Value: Numbers to 20</b></p> <ul style="list-style-type: none"> <li>• To count numbers up to 20. The key strategy is to begin by making 10.</li> <li>• To recognise, read and write numbers up to 20 in words and numerals.</li> <li>• To use the terms ‘greater than’ or ‘less than’ to compare numbers within 20.</li> <li>• To be able to arrange numbers up to 20 in ascending and descending order.</li> <li>• To look for patterns with numbers up to 20, focusing on one more and one less than a number.</li> <li>• To practise various concepts that were covered in the chapter. To practise various concepts that were covered in the chapter.</li> <li>• To be used if lessons take longer than expected or a topic needs to be revisited.</li> </ul> <p><b>Calculations: Addition and Subtraction within 20</b></p> <ul style="list-style-type: none"> <li>• To learn to add by counting on from the largest number.</li> <li>• To add to numbers by first making 10 and then adding on the remainder.</li> <li>• To add by separating the ones and ten. This enables pupils to add the sum of the ones to the ten.</li> <li>• To learn how to subtract by counting back from the largest number.</li> <li>• To learn how to subtract by subtracting from only the ones column.</li> <li>•</li> </ul> <p><b>Geometry – Position and Direction: Positions</b></p> <ul style="list-style-type: none"> <li>• To learn the appropriate positional language (ordinal numbers) for up to 10 positions.</li> <li>• To be able to name the positions in a queue.</li> <li>• To be able to name positions, including left and right.</li> <li>• To consolidate the learning of positional language.</li> </ul>

<b>SCIENCE</b>	<p><b>National Curriculum: Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ gathering and recording data to help in answering questions</li> </ul> <p><b>National Curriculum - Seasonal Changes</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ observe changes across the four seasons</li> <li>▪ observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know what the weather is</li> <li>• I can suggest the type of weather in each season</li> <li>• I can name the seasons</li> <li>• I can observe and comment on changes in the seasons</li> <li>• I know that weather changes through the year, getting hotter in the summer and colder in the winter</li> <li>• I know that the four seasons are spring, summer, autumn and winter and know the order of the cycle</li> <li>• I know that the winter is likely to bring ice on the ground when water freezes due to the cold</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can observe four seasons</li> <li>• I can name the four seasons in order</li> <li>• I can observe and describe weather associated with the seasons</li> </ul> <p><b>National Curriculum Deciduous and Evergreen:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>▪ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can name a variety of common wild and garden plants - know a rose bush, a sunflower and a dandelion by sight</li> <li>• I know an oak tree, a birch tree and a horse chestnut tree by sight</li> <li>• I know that evergreen trees maintain their leaves throughout the year and that deciduous trees shed their leaves in autumn</li> <li>• I know that flowering plants consist of roots, stem, leaves and flowers and that a tree's stem is called a trunk</li> <li>• I can name the petals, stem, leaf and root of a plant</li> <li>• I can name the roots, trunk, branches and leaves of a tree</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can begin to classify animals according to a number of given criteria</li> <li>• I can begin to describe what each part of a plant does (e.g. roots, stem, leaves, petals, pollen) on a range of plants</li> <li>• I can point out differences between living things and non-living things</li> </ul> <p><b>Identifying and Classifying</b></p> <ul style="list-style-type: none"> <li>• I can identify and classify things</li> <li>• I can give a simple reason for their answer</li> <li>• I can discuss similarities and differences</li> <li>• I can explain what they have found out using scientific vocabulary</li> </ul>
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<p><b>GEOGRAPHY</b></p>	<p><b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that there are different types of weather and that it changes.</li> <li>• I can identify seasonal weather patterns in the UK.</li> <li>• I can name the seasons.</li> <li>• I can keep a weather chart and answer questions about the weather.</li> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• I can explain some of the main things that are in hot and cold places.</li> <li>• I can explain the clothes that I would wear in hot and cold places</li> </ul>
<p><b>HISTORY</b></p>	<p><b>Black History Month (Martin Luthur King, Bob Marley, Rosa Parks, Marcus Rashford, Simone Biles) / Remembrance Day</b></p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• They should use a wide vocabulary of everyday historical terms</li> <li>• They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul> <p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• use a wide vocabulary of everyday historical terms</li> </ul>
<p><b>Art/DT</b></p>	<p><b>Art: Sculpture and 3D paper play</b></p> <ul style="list-style-type: none"> <li>• Roll paper tubes and attach them to a base securely.</li> <li>• Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>• Shape paper strips in a variety of ways to make 3D drawings.</li> <li>• Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>• Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>• Work successfully with others, sustaining effort over a time.</li> <li>• Paint with good technique, ensuring good coverage.</li> </ul> <p><b>Art Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can make links between my own artwork and other artists</li> <li>• I can evaluate my own and others' artwork and make suggestions for improvement</li> <li>• I can comment how an artist/designer has used colour, pattern and shape</li> <li>• I can plan my art using a range of techniques e.g sketches, discussion</li> </ul>

<p><b>Computing</b></p>	<p><b><u>Data Information</u></b> <b><u>Grouping Data</u></b> Exploring object labels, then using them to sort and group objects by properties. To answer questions about groups of objects</p> <ul style="list-style-type: none"> <li>• I can decide how to group objects to answer a question</li> <li>• I can compare groups of objects</li> <li>• I can record and share what I have found</li> </ul>	
<p><b>Online Safety</b></p>	<p><b><u>Project Evolve – Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>• I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	
<p><b>Music</b></p>	<p><b>Nativity Performance</b></p> <p><b><u>Leicestershire Music – Unit 2 - Voice</u></b> <b>National Curriculum:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>▪ play tuned and untuned instruments musically.</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Leicestershire Music Unit 2: Voice</b></p> <ul style="list-style-type: none"> <li>• Follow simple musical directions for faster, slower, stopping and starting (Unit 1 + 2)</li> <li>• Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence (Unit 2 + 4)</li> <li>• Recognise and represent higher and lower sounds using graphic notation.</li> </ul>	
<p><b>PSHE</b></p>	<p><b>Health and Well- being</b></p> <ul style="list-style-type: none"> <li>• Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.</li> <li>• Describe situations which may provoke certain feelings.</li> <li>• Describe their own qualities and strengths and recognise something they want to get better at.</li> <li>• Describe their bedtime routine, explaining why sleep is important.</li> <li>• Explain how rest and relaxation affects our bodies, including mental functions.</li> <li>• Identify examples where they could use relaxation to help manage difficult emotions.</li> <li>• Understand that germs can be spread via our hands.</li> <li>• Know how to wash their hands properly.</li> <li>• Know the three things they need to do when out in the sun to keep safe.</li> <li>• Know people can be allergic to certain things and how to help with an allergic reaction.</li> <li>• Understand that there are a range of people who help to keep us healthy.</li> </ul>	
<p><b>RE</b></p>	<p><b><u>Leicestershire SACRE</u></b> <b><u>Incarnation – Why does Christmas matter to Christians?</u></b></p> <ul style="list-style-type: none"> <li>- Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>- Know how the Bible shows that Jesus' birth showed he was extraordinary.</li> <li>- Know that Christians celebrate Jesus' birth.</li> <li>- Know that Jesus came to earth to bring good news.</li> <li>- Know that advent for Christians is a time of getting ready for Jesus' coming.</li> <li>- Know that Jesus is 'God on Earth'.</li> <li>- Know how Christians use the nativity story in churches and at home to celebrate Jesus' birth.</li> <li>- Know why Christmas is seen as a time of giving.</li> <li>- Know how the Christmas story gives lessons and what they might learn from it.</li> </ul>	
<p><b>PE</b></p>	<p><b>Gymnastics (Jumping Jacks)/ Games (Fundamentals 2)</b></p>	<p><b>Tag Rugby</b></p>