



## Art

*How can we create different colours? What do different colours mean to you? How can we use colours in new ways?*

**Outcome: Create a 'celebration of colour' piece of art linked with our Key Text 'Colour Monster'**

- Use artwork to record observations, ideas and experiences
- Give reasons for preferences when exploring the art work of others (including Picasso)
- Use a variety of tools, colours and media
- Experiment with shades, tones and tints of different colours to represent ideas
- Link colour with work in our key text 'Colour Monster' and our PSHE learning.
- Think about how colour/tones can portray emotions

## Literacy

**Outcomes:** Poetry exploring our feelings and emotions. A piece of fiction exploring a 'journey' of emotions. A letter to a well-known character.

- Use a range of descriptive language features to convey emotions and feelings linked with our learning in PSHE
- Use expanded noun phrases and similes
- Revisit and consolidate use of punctuation; capital letters and full stops
- Revisit and consolidate use of coordination and subordination
- Write for a range of purposes and develop writing stamina
- Use dynamic vocabulary with which to explain and describe
- Explore the ways we begin sentences and how we can join ideas together
- Read with enjoyment and develop pace and fluency
- Read a wider range of class based texts and discuss, describe and explain the writer's decisions and impact on us as readers.

## Maths

Foundation Stage:

Matching, sorting and comparing amounts  
Comparing measures, exploring patterns/shapes  
Representing, comparing and composition of 1,2,3

Year 1 and 2:

Place value – Numbers to 20 (Year 2 – 100)  
Addition and Subtraction (including money)

## 'Stewardship of Ourselves'

### *-Colour Monster -*

**Values: Love, Nurture, Learning, Excellence**

### **Autumn 1 2020**

**How should we care for ourselves and why is it important?**

## Collective Worship/Value Led Themes

Exploring Values through our School Vision  
'Together we nurture, love and learn whilst aspiring for excellence'

How should we nurture/love/be good stewards of ourselves? What does the Bible teach us about looking after our bodies and minds? How should we be aspiring learners?

How was Jesus a good teacher and learner? What does the Bible teach us about being the best we can be?

## PSHE

*What makes me special? How do I feel? How do we explain a rainbow of emotions?*

**Outcomes: Cross Curricular Links with Literacy and Art to create a 'celebration' display.**

- To recognise likes/dislikes, know what is fair/unfair
- Share opinions and what matters to them
- Recognise, name and deal with a range of feelings in a positive way
- To know they belong to different groups and know how to help make these places safe
- To contribute to discussions and listen to others carefully
- Identify and respect differences and similarities between people

## RE

Why do Christians celebrate Harvest? Who do Christians say made the world?

**Outcome: Art work and reflections**

- To recognise the importance of saying 'Thank you'
- To associate saying thank you with the festival of Harvest (being the time when Christians say thank you to God)
- Retell the story of Creation and talk about what it says about God
- Give examples of how Christians say 'Thank you' to God
- Think, talk and ask questions about living in our amazing world
- Give reasons and make connections



## PE

How should we keep our bodies healthy? What happens to our bodies when we exercise?

- Developing coordination in large spaces, moving in and out of obstacles and using our bodies to move in different ways
- Mastering movements including running, jumping, skipping, throwing and catching
- Developing skills of balance, agility and coordination in a range of activities
- Understanding how to look after our bodies, keep ourselves healthy and safe

## Science

How should we care for our bodies? How do our bodies work?

- Find out about and describe the basic needs of animals, including animals, for survival (water, food, air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- Understand that animals, including humans, have offspring which grow into adults

## Opportunities for ICT

- Photos of ourselves using cameras for PSHE display
- Using images from different media to create art work
- Taking images and using them for our Literacy learning
- Using the IWB to explore reading of texts and locating information
- Using the IWB and speakers to listen to different types of music/sounds and matching to emotions
- Recording our voices using recording devices

## Phonics and Decision Spelling

Foundation Stage:

Initial Assessments – Phonics Phase 2 sets 1-4 and Phase 2 Tricky Words

Year 1 – Initial Assessments – Revisit Phase 2,3,4 and Teach Phase 5

Year 2 – Revisit Phase 5

Decision Spelling units: Common Exception words and Long Vowel Phonemes

## Wild Tribe/Outdoor Learning

*How is nature changing during Autumn? What can we learn about Harvest time? How can we use and explore natural colours?*

- Nature Hunts involving colours - naming and identifying different plants/leaves outside
- Stewardship of our garden and fruit trees
- Harvesting fruits and vegetables for the Big Soup
- Maths and Language/Literacy activities outside/using natural resources

## Value Led Learning/ Courageous Advocacy

- Exploring how we can have a Harvest Festival...outside?
- RHS School Gardening Big Soup Share – How can we make this an event during Covid 19
- How can continue to improve the recycling at our school?
- How can we develop our Fair Trade awareness after achieving our 'Fair Aware' certificate during Lockdown?
- Reaching out to the community in new ways during Covid 19
- EduKid link – focus child and school in Uganda during Covid 19