

The Signal Box Platform 1 Autumn 1 Topic Overview – What Do I Like?

ENGLISH - Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of fiction and non-fiction, and by being encouraged to link what is read or heard to his/her own experiences. To enjoy and learn from the stories by Shirley Hughes.

Answer questions about the stories or pictures: Where is it? What is it? Who it is? What is she/he doing? What happened first? Next? Last? What do you think will happen next?

ENGLISH - Phonics

Learning the phase 2 and/or 3 sounds.

Practicing applying phase 2 and/or 3 sounds to blend and read CVC words including within captions, sentences and reading books.

Read phase 2 and 3 tricky words.

Name the letters of the alphabet.

ENGLISH - Writing

Write captions/phrases/sentences to describe a day at the seaside.

Write captions/phrases/sentences to describe what is happening in various pictures.

Retell the events of a story.

Write a non-chronological report about themselves—who they are and what they like and don't like.

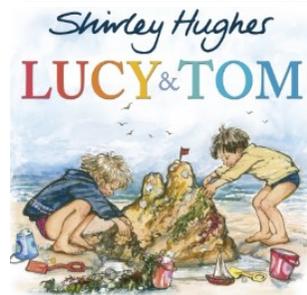
ENGLISH - Handwriting

Learn the printed formation of the alphabet.

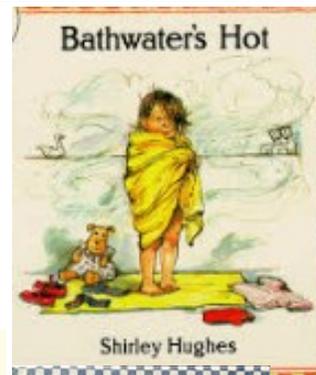
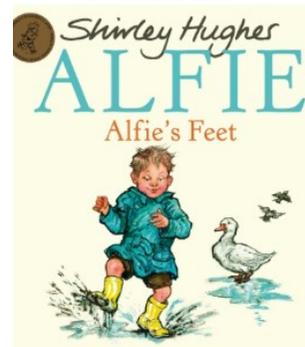
ENGLISH - Spelling

Writing and spelling their full names.

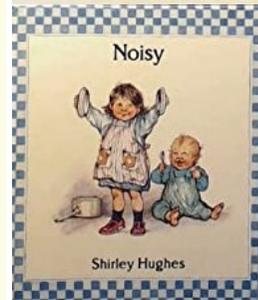
Practicing spelling CVC words including phase 2 and some phase 3 sounds and begin to use this within their writing.



At the Seaside



Shirley Hughes



Shirley Hughes

ENGLISH - Vocabulary, grammar and punctuation

Write simple sentences using 'who', 'what doing', 'to what' or 'where'.

Use finger spaces between words, capital letters and full stops.

MATHS - Number, place value

Rote counting to 5/10/20/30

Counting a range of objects and things you can not touch to 5/10/20/30 with 1:1 correspondence.

Read and write numbers in numerals from 0–9 and 10–20 and 20–30.

Exploring the different representations of number (images, marks, objects etc.)

Exploring making different marks to represent numbers (dots, dashes, tally).

Count in multiples of two.

Compare groups of amounts using 'more', 'less'/'fewer', 'most', 'least', 'same' and 'equal to'.

MATHS - Shape, Space and Measures

Continuing and creating patterns (Simple AB-ABAB and more complex AABAAB patterns)

Sorting objects based on different characteristics —shape, colour, size.

Ordering lengths and begin to measure lengths.

ENGLISH - Speech and Language

Children will develop their language and signing around colour, size, texture and how things feel.

Engage in conversations, asking and responding to questions around what they like and dislike and begin to explain why.

Talking about their experiences of going to the seaside.

Role play: ask questions and respond to one another through a shoe shop or an ice-cream van role play.

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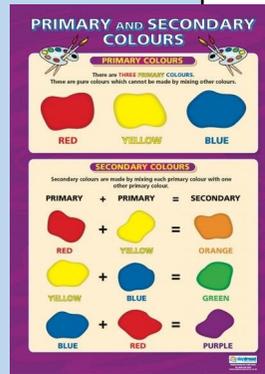
Art

Drawings: Draw and design shoes using and exploring a range of line thickness.

Painting: Explore colours and how we can change colours and what happens when we mix colours. Know the primary and secondary colours, how to make the secondary colours and how to create brown.

Create an image of the beach using colour to represent moods, temperature and feelings.

Application and Evaluation and Artist Study: Discuss on what we like about my art and other people's art, ask questions about a piece of art. Explore different artists Goldsworth (pattern work linked to maths) and Monet.



Geography

Learning about their local area around school and their homes. Comparing, looking at similarities and differences of their homes to each other and wider community.

Naming different physical features, such as forest, hill, river, within the local area and around their homes. Compare how this is different to the sea side.

Explore what people in their community do to look after the area in which they live.

Explore our impact on wildlife and the environment—looking at the effects we have on the seaside and sea life.

Science

Seasonal changes - Observe and describe the changes, similarities and differences of the seasons—autumn, winter, spring and summer.

Record observations about the weather.

Explore floating and sinking.

Human body - Look at growth and change over time and the similarities and differences between people. Name and label the different parts of the human body and look at similarities and differences of each other e.g. hair and eye colour.

Computing

Music

Exploring and naming different musical instruments. Exploring how to change sounds made on musical instruments. Listening to, following, copying and creating pulses and rhythms.

PE - Ball skills.

Developing skill to catch balls of different sizes, moving body to be inline with the flight of the ball and cupping hands so the ball does not fall out. Learning and developing different ways to throw a ball.

RE - Who is a Christian and what do they believe?

Developing an understanding of similarities and differences between themselves and others, and among families, communities and traditions through learning about Christianity.

PSHE - Being Me in My World.

Exploring who we are, where we belong and how we are special. Looking at our behaviours, responsibilities and rights.

Life skills -

Learning to tie laces, do zips and buttons and putting shoes onto the correct feet. Learning about safety on the road. Learning about safety at the sea side.