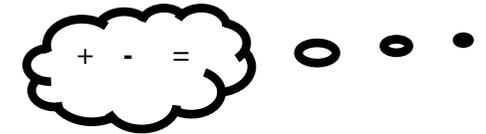


Meerkats - Autumn Term
Context for Learning: Why am I special?

Hooks for learning:
~Sleepover at school
~Visit from a guide dog
~Visit from a sing for sign group

As mathematicians we will:

- ~ Reliably count at least 20 objects.
- ~ Estimate a number of objects that can be checked by counting.
- ~ Compare and order numbers.
- ~ Read and write numerals from 0 to 20, then beyond and position them on a number line.
- ~ Say the number that is 1 more or less than any given number.
- ~ Say the number that is 10 more or less for multiples of 10.
- ~ Relate addition to counting on; recognise that addition can be done in any order.
- ~ Understand subtraction as 'take away'.
- ~ Use the vocabulary related to addition and subtraction.
- ~ Use the symbols to record addition and subtraction number sentences (+, -, =)



Why am I special?

As historians we will:

- ~ Discuss the lives of Helen Keller, Louis Braille and Mary Seacole making simple comparisons.
- ~ Understand why Louis Braille made an impact on lives in the past and today.
- ~ Ask and answer questions using sources of information.
- ~ Use sources of information to find answers to some simple questions.
- ~ Linked to The **British Value** of **Mutual Respect**, we will learn about the lives of Helen Keller, Louis Braille and Mary Seacole.



As geographers we will:

- ~ Explore the school grounds using maps and photographs.
- ~ Give directions to help a friend around the school using locational and directional language.
- ~ Create a map of the school using a simple key.
- ~ Identify human and physical features in the school grounds.
- ~ Express views about people, places and the environment.

As citizens we will:

- ~ Learn about the values respect, responsibility and resilience.
- ~ Understand what it means to be unique.
- ~ Recognise how we are unique and that there is only one you!
- ~ Recognise that we belong to different groups.
- ~ Linked to The **British Value** of **Mutual Respect**, we will learn how we are all unique and show respect towards each other and our differences.
- ~ Linked to The **British Value** of **The rule of law**, we will learn why it important to have rules and create our own class and friendship rules.



As writers we will:

- ~ Write lists, captions and sentences about our interests and topic.
- ~ Create speech bubbles for characters in the stories that we read.
- ~ Use capital letters and full stops within our sentences.
- ~ Describe characters and settings using adjectives to give more detail.
- ~ Begin to use 'and' to join words.
- ~ Apply phonics knowledge to sound out and spell difficult words.



As musicians we will:

- ~ Identify sounds in our environment.
- ~ Perform simple songs with words and actions.
- ~ Recognise and explore the duration, dynamics and texture in music.
- ~ Compose our own sound effects for the moon landing.

When Learning Outside the Classroom we will:

- ~ Explore the outdoor areas to develop our understanding about the seasons of autumn and winter.
- ~ Explore the school grounds and create maps of this.

In RE we will:

- ~ Learn that the stories Jesus told were a way of teaching people about God, how to behave and how to treat each other.
- ~ Learn about the story of the prodigal son and also about the story of the unforgiving servant.
- ~ Linked to the **British Value of Mutual Respect**, we will respond sensitively to the feelings and experiences of others.



In PE we will: (Multi skills, Netball, Tag Rugby and Gymnastics)

- ~ Develop fundamental movement skills of agility, co-ordination and balance.
 - ~ Develop our throwing and catching skills using a range of equipment (different sizes, shapes, weights, textures)
 - ~ Explore and use skills, actions and ideas to suit the game we are playing.
 - ~ Choose and use skills effectively for particular games.
 - ~ Learn to be confident and safe in the spaces we are using.
 - ~ Make up games using throwing, catching and bouncing and teach to a partner.
- Linked to our work on the British value **Mutual respect** we will be demonstrating respect and co-operation.



As scientists we will: (Everyday materials)

- ~ Identify and name a variety of everyday materials.
 - ~ Distinguish between an object and the material it is made from.
 - ~ Describe the properties of different materials.
 - ~ Perform simple tests/investigations.
 - ~ Make observations during investigations.
 - ~ Begin to use observations to answer questions.
 - ~ Sort materials according to their properties
- ### (Light and Dark)
- ~ Name and sort a variety of different light sources.
 - ~ Make comparisons between a range of different light sources.
 - ~ Recognise that a shiny object needs a light source if it is to shine.
 - ~ Understand that the sun is a source of light even when it is behind a cloud.
 - ~ Discuss the differences between day/night time and dark/light.

As designers we will:

- ~ Design and make our own moving picture using a lever.
- ~ Develop an understanding of how to make a picture move using a lever.
- ~ Choose appropriate tools, materials and skills to make a card.
- ~ Evaluate the final product and make suggestions for improvements.

As PC's we will:

- ~ Talk about the differences between websites and other sources of information
- ~ Demonstrate a range of search skills including keywords, scanning and skimming
- ~ Find information on a webpage
- ~ Compare and discuss homepages



As artists we will:

- ~ Learn about the primary colours and mix them to create other colours.
- ~ Research the artist Andy Warhol and the Pop Art movement
- ~ Develop the skill of sketching and the use of colour.
- ~ Create self portraits inspired by the artists we have explored.