

TOPIC OVERVIEW: During this topic children will look and discuss what it's like to be starting School going in to a new class, we will be looking at our Family and the People who help us each day. We will explore the local Area, making comparisons between physical and natural changes.

SPECIAL EVENTS: October 6th World Smile Day A day to do a simple act of kindness for someone to make them smile and to explore the positive impact this has on emotional and mental wellbeing. Harvest
October 10th World Mental Health Day A day dedicated to promoting the understanding of mental health, education, awareness and advocacy
31st October Halloween

GEOGRAPHY

LEARNING OBJECTIVES:

- Look at similarities and differences between the natural world around me in the past and present

Understanding the World People, Culture and Communities

Talk about members of my immediate family and community

-Name and describe people who are familiar to me

-Recognise the differences between myself and my friends (appearance, likes/dislikes, families)

Locational Knowledge-UK:

-Name the countries, capital cities and surrounding seas.

-Look at the *Globe* and an *Atlas*.

Lesson objectives:	WALT and Activity	Possible resource
GEOGRAPHY Session 1: Objective Look at similarities and differences between the natural world around me in the past and present	<p>WALT: children will understand the meaning of human and physical features. They will sort images from their local area into human and physical features.</p> <p>ACTIVITY: matching game- hill, river/ canal, house, office, church and shop, human feature, physical feature, man-made, natural, map, key, symbol, local area Today we are working as geographers to explore the local area. Which human and physical features do you think we will spot on our walk? • Hand out google map screenshots one per pair. As a class, plan the route you could take around the local area. • Take your class on a walk around the local area. Allow some children to take photos of the human and physical features they observe using iPads if possible. • Children could bring their maps and use them to navigate their journey. • Return to school and discuss journey.</p>	
GEOGRAPHY Session 2: Objective Name the countries, capital cities and surrounding seas. -Look at the <i>Globe</i> and an <i>Atlas</i> .	<p>WALT: Children to make up a jigsaw of the West Midlands</p> <p>ACTIVITY: Children will have the opportunity to explore globes and atlas in the environment. Together we will discuss what towns are close to the school and make up the map accordingly. Pointing out that Birmingham is our main City in the West Midlands.</p>	
GEOGRAPHY Session 3: Objective Understanding the World People, Culture and Communities Talk about members of my immediate family and community -Name and describe people who are familiar to me -Recognise the differences between myself and my friends (appearance, likes/dislikes, families)	<p>WALT: Children will create a collage of 'my world'</p> <p>ACTIVITY: Show children some examples of collages and discuss how they are created and what they represent. • Discuss with children what is in their world and the things that they like. • Children will collect a range of pictures of that are important to them and their world. Use photographs of themselves, their school, things they like from magazines and general images that represent their world. • Demonstrate how to tear and stick down each picture. • Children will cover their page with pictures of that are important to them. • To finish children will cover their collage with a wash of glue to ensure all the pictures are stuck down.</p>	

HISTORY

LEARNING OBJECTIVES:

Consider significant events in our own lives and how these are celebrated/remembered.

Begin to talk about my life story and how I have change -Guess baby pictures - how I have grown		- Discuss and explore their own past favourite toys as a baby etc. What did children play with? •
Lesson objectives:	Lesson overview and class activities	Possible resource
HISTORY Session:1 Objective Begin to talk about my life story and how I have change -Guess baby pictures - how I have grown	WALT: To make comparisons between then and now	
	ACTIVITY: Invite children to bring in photos from special occasions and events with people who are special to them. Encourage them to talk about the photos and describe the activities.	
HISTORY Session:2 Objective Discuss and explore their own past favourite toys as a baby etc. What did children play with?	WALT: To read the Tiger who came to Tea Read The Tiger Who Came to Tea - Looking at then and now. Talk about what 'tea' is, discuss meals we would have and what we would do if a Tiger came to tea. Where would we go for 'tea'. Make a comparsion in what we eat now and what was eaten then. Make a timeline of familiar toys and using pictures see how they have changed visulally over time E.G PlayStation	
	WALT: Children will work in groups to explore timelines using a range of different images and objects - events of the school day, toys, clothes, buildings etc. ACTIVITY: Display on the IWB images that depict the typical events of a child's day. Eg, waking up, having breakfast, walk to school, lunch, home time, bed time e.tc.... how could we put these in order? Order them on the board along a timeline. Use questioning to check understanding. What happens first? What happens after that? What happens before bed time? What happens after we eat breakfast?	
HISTORY Session:3 Objective Consider significant events in our own lives and how these are celebrated/remembered.	WALT: Children will work in groups to explore timelines using a range of different images and objects - events of the school day, toys, clothes, buildings etc. ACTIVITY: Display on the IWB images that depict the typical events of a child's day. Eg, waking up, having breakfast, walk to school, lunch, home time, bed time e.tc.... how could we put these in order? Order them on the board along a timeline. Use questioning to check understanding. What happens first? What happens after that? What happens before bed time? What happens after we eat breakfast?	
	WALT: Children will work in groups to explore timelines using a range of different images and objects - events of the school day, toys, clothes, buildings etc. ACTIVITY: Display on the IWB images that depict the typical events of a child's day. Eg, waking up, having breakfast, walk to school, lunch, home time, bed time e.tc.... how could we put these in order? Order them on the board along a timeline. Use questioning to check understanding. What happens first? What happens after that? What happens before bed time? What happens after we eat breakfast?	
Understanding the World People, Culture and Communities		
Talk about members of my immediate family and community -Name and describe people who are familiar to me -Recognise the differences between myself and my friends (appearance, likes/dislikes, families) -Talk about what makes me feel special -Know what groups I belong to -Understand how we show people they are welcome -Know that I have a right to learn and play, safely and happily -Know that hands can be used kindly and unkindly -Know special things about myself -Know how happiness and sadness can be expressed -Know that being kind is good		
UTW: People, culture and communities Objective	WALT: To explore the class environment with confidence	

<p>Talk about what makes me feel special</p> <ul style="list-style-type: none"> -Know what groups I belong to -Understand how we show people they are welcome -Know that I have a right to learn and play, safely and happily -Know that hands can be used kindly and unkindly -Know special things about myself -Know how happiness and sadness can be expressed -Know that being kind is good 	<p>ACTIVITY: Each Tuesday afternoon, children will be exposed to the continuous provision in Elm class. Children will explore freely and make connections between the environment, enabling them to embed skills and promote talking, sharing and playing skills. This will be captured through evidence me observations.</p>	
Art and DT		
<p>LEARNING OBJECTIVES:</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials <ul style="list-style-type: none"> • -Begin to use observation skills to draw things with increasing details <p>Expressive Arts and Design Being Imaginative and Expressive Begin to use observation skills to draw things with increasing details</p>		<p>Drawing:</p> <ul style="list-style-type: none"> -I can use pencils to create lines of different thickness in drawings. -I can draw from memory, imagination and observation. -I can use a range of soft and hard pencils, coloured pencils and pens, crayon <ul style="list-style-type: none"> •
Lesson objectives:	WALT and Activity	Possible resource
<p>DT Session 1:</p> <ul style="list-style-type: none"> • Objective • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<p>WALT: To create a people who are important to them collage.</p> <p>ACTIVITY Stick large heart-shaped templates on to white paper and invite children to decorate around the edge using paint dabbers. Children can draw or write about their special people in the heart shape once the template has been removed.</p>	Range of construction materials
<p>DT Session 2:</p> <p>Objective I can draw from memory, imagination and observation.</p> <ul style="list-style-type: none"> -I can use a range of soft and hard pencils, coloured pencils and pens, crayon <ul style="list-style-type: none"> • 	<p>WALT: To use a range of media to create a lolly pop family</p> <p>ACTIVITY: Provide lolly sticks and paper shapes for children to use to create stick puppets of themselves and their special people. Invite children to use these to create stories.</p>	Range of junk modelling materials
<p>DT Session 3:</p> <p>Objective Detailed self-portraits using a choice of materials</p>	<p>WALT: To create a self portrait</p> <p>ACTIVITY: Using paper plates and a range of media and materials, ask children to create a self-portrait. They could explore looking in a mirror to help them</p>	

<ul style="list-style-type: none">• -Begin to use observation skills to draw things with increasing details <p>Expressive Arts and Design Being Imaginative and Expressive Begin to use observation skills to draw things with increasing details</p>		
--	--	--