



The London
Acorn School

Curriculum Plan
Willow – Autumn 2

Programmes of Study

Class/ Year Class 1 (year 2) Term Autumn – Second half term

Unit title: Safe Kind Helpful Exploring the three values of TLAS in relation to safety, health and relationship.

Literacy Genres: Have you filled your bucket today? Carol McCloud, Tiger comes for Tea Judith Kerr, Naughty Bus Jan and Jake Oke, Once Upon a Dragon- Jean E Pendziwold

Reading Enhancements

<p>Literacy</p>	<p>Grammar To read aloud with pace and expression appropriate to the grammar, e.g., pausing at full stops, raising voice for question.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>	<p>Maths</p>	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals <i>Use language of ordering e.g. first, second, third</i> Solve simple one-step problems (<i>in familiar practical contexts, including using quantities</i>) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. $3 + \quad = 7$
<p>Art</p>	<p>COLLAGE THROUGH COLOUR</p> <ul style="list-style-type: none"> Explore images by Arcimboldo with fruit and food Use our favourite fruits & vegetables to explore shape and space in our own art Use coloured card to create forms and shapes in the style of Arcimboldo and our own self images Use words of kindness to build the same self-portraits Use cutting, layering and shaping to create an image in the style of Arcimboldo. <p>Handwork- Make beeswax fruits</p>	<p>Humanities</p>	<p>GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> Know about historical events that are beyond our living memory Ask and answer questions about the past Talk about the key factors that brought about the historical event Place the key events into chronological order Explore the impact of the event on the lives of others <p>Ask and answer questions using a variety of sources</p> <p>LOCAL & FAMILIAR PHYSICAL FEATURES</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to school and other familiar features

Relationships and Health

RELATIONSHIPS using the fairy tales to explore questions to relationship, dynamics and morals.

Awareness of feelings Emotional Health –

Self-esteem/awareness Children will learn:

- How to tell how people are feeling
- What 'privacy' means SG Children should:
- Be able to show some self-awareness

Keeping well and clean

Healthy and safe Children will learn:

- how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others

Children should:

- know how to keep themselves clean and how to brush their teeth effectively

Feeling unsure Healthy and safe

Emotional Health Children will learn: • that household products, including medicines, can be harmful if not used properly • about feeling worried • about their right to keep things some 'private' SG Children should: • know how to protect themselves

Forest School

- Understand navigation of roads and landmarks within our area (How do we come to school?)
- Ask and answer questions about the local environment (the rose garden and our homes)

Know where they live and what their address is.

Safety in and around London

- Keeping me and my family safe in the park, on public transport and in the home

Place knowledge & understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

The Old Apple Tree Man story: Kindness, food webs, structure of flowering plants. Wassail Song. Using all senses in the woods, with leaf art, wild foraging, making tripod shelters (lavvu). Reflection: what makes me happy in F S ? Empathy with non-human: understand/discuss hibernation.

Design and technology / Woodwork	<p>Making Tudor homes to build a Tudor Street similar to the style of housing at the time of the Great Fire of London.</p>	Science	<p>Our school and our park Health Science</p> <ul style="list-style-type: none"> • Eating the Rainbow • Fruit and Vegetable classification • Importance of a 'rounded' diet • What is healthy eating? How we fuel our bodies <p>Identify different smells game- Developing oral language skills.</p> <p>Eating the rainbow Naming my favourite tree Drawing my favourite tree</p>
Religious Studies	<p>CHRISTIAN FESTIVALS- CHRISTMAS</p> <ul style="list-style-type: none"> • Know features of Christmas in relation to family and family traditions • Understand that for Christians the key celebrations of Christmas mark events connected with Jesus and understand their historical context. • Know and understand the significance of the 'Christmas Story' <p>The Christmas Story Saint Nicolas (in relation to kindness and giving)</p> <p>The festival of Hanukkah (Jewish)</p>	PE	<p>ATHLETICS</p> <p>Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p>SPORTSMANSHIP & INVASION</p> <p>Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending</p>
French	<p style="text-align: center;">FRENCH</p> <p>Emotions in French Common fruits in French- draw plate with foods Counting in French 1-5 Singing French Songs and rhymes</p> <p>To learn a minimum of 5 colours in French To learn 6 family members in French. To learn simple sentences in French To re-cap what has been learned</p>	Music	<p>-Identify aurally longer and shorter sounds (and silences) using voices and percussion. -Clap back simple rhythmic patterns (phrases) given aurally. -Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). -Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). -Use simple written symbols (e.g. Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.</p>

Trips and or events

Visits and Outings: Use natural materials to build a seasonal sculpture in the park in the style of Andy Goldsworthy

Invite a local vicar/Priest to assembly to talk about the festival of Christmas

