

Language Provision Half-Termly Learning Objectives (LO) Overview – Autumn 1 2023 (Subject to change)

Theme – The Rainforest

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Dates:	WB Wed 30.08.23	Mon 04.09.23	Mon 11.09.23	Mon 18.09.23	Mon 25.09.23	Mon 02.10.23	Mon 09.10.23
Science – Sharks -		To identify different seasons.	To show what happens to trees during the different seasons.	To explore the weather during different seasons.	To identify and understand different weather symbols.	To identify and understand what to wear during Autumn.	
Science – Frogs – Investigating Living Things		To understand the difference between living and non-living things.	To understand the difference between living, once living and never living things.	To be able to identify things that are living, were living or have never lived, in the local environment.		To be able to explain that most living things live in habitats to which they are suited. To be able to describe why different habitats suit different animals.	To be able to describe how animals obtain their food from plants and other animals. To explain how a food chain works, identifying and naming different sources of food.
Geography - Sharks		To know where I live and who I live with.	To identify and name different types of homes.	To recognise the Brazilian flag and know where it is in the world.	To compare landmarks in the UK and Brazil.	To understand the culture in Brazil through carnival.	
Geography – Frogs		To be able to explain the difference between human and physical geographical features.	To be able to name the 5 oceans in the world.	To be able to state where I am from.		To be able to identify England on a map. To be able to state what continent England is on. To be able to identify Brazil on a map. To be able to state what	

					continent Brazil is on.
History - Sharks					
History - Frogs					
Art – Sharks	Name the primary colours.	Say 3 facts about Romero Britto and his style of work.	Black History Month		
Art - Frogs	<p>Predict which secondary colour when mixing two primary colours.</p> <p>Experiment with paint mixing to make a range of secondary colours.</p> <p>Mix colours well to create different shades and tones.</p>	Recognise some of his artwork.	<p>Recognise the designs of a traditional Kente cloth pattern.</p> <p>Create a sheet of Kente inspired patterns.</p> <p>Create a sheet of Kente inspired stripes or zig-zags.</p> <p>Weave the two patterns together to create a Kente cloth.</p>		
DT – Sharks					
DT - Frogs					
Computing – Sharks –	To explore Purple Mash in a safe way with adult support.	To become familiar with the types of resources in the Topics section.	To use 2 Paint to create different rainforest animals.	To explore the Games section on Purple Mash. To know the importance of logging out safely.	
Computing – Frogs – Online Safety	To know how to login and navigate the apps we will be using.	To know how to refine searches using the Search tool.	To know how to share work electronically using the display boards.	1 of 3 To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us.	

							To open and send simple online communications in the form of email.
RE – Sharks –	<p align="center">Learning Question for the unit - Christianity (Jesus and His teachings): Is it possible to be kind to everyone all of the time?</p>						
RE – Frogs – Christianity	<p align="center">Learning Question for the unit – Is it possible to be kind to everyone all of the time? LO for the unit – We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p align="center">Mon 09.10.23 – Diwali assembly (pm)</p>						
PE – Coach	<p align="center">Send and Return Unit 1 Focus: Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net. Skills: On toes move towards the path of the ball. Identifying dominant and non-dominant side. Basic service rules. Perform with increased agility in a conditioned game. Able to self-feed to send a ball to a partner using a racquet.</p>						
PE – MO'B	To learn and perform 3 different types of roll.	To learn and perform 3 different types of jump.	To learn and perform 3 different types of balance.	To combine balancing, rolling and jumping into a sequence.	To perform a sequence using the apparatus.	To explore flexibility with a Japana and bridge shape.	To develop point balance skills to combine with flexibility.
Personal Development Sharks – Me and My Relationships	To understand that classroom rules help everybody to be safe.	To work collaboratively to create our class contract.	To recognise how others might be feeling by reading body language/facial expressions.	To identify a range of feelings and how feelings might make us behave.	To identify simple qualities of friendship. Sort kind and unkind behaviour.		To recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt.
Personal Development Frogs – Me	To recognise the difference between	To work collaboratively to	To define what is meant by the terms 'bullying'	To understand what role-models are and what it	To understand why we have harvest.	To be able to explain the difference	To say two things that make a good friend.

<p>and My Relationships</p>	<p>acceptable and unacceptable behaviour.</p> <p>To understand the Zones of Regulation and how to use them effectively.</p>	<p>create our class contract.</p>	<p>and 'teasing', showing an understanding of the difference between the two.</p> <p>To be able to identify situations as to whether they are incidents of teasing or bullying.</p>	<p>means to be one (linked to Provision Captain election).</p>	<p>To understand why we provide food for food banks.</p>	<p>between bullying and isolated unkind behaviour.</p> <p>To be able to recognise that there are different types of bullying and unkind behaviour.</p> <p>To understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p>	<p>To say two things that would make me think someone was not a good friend.</p> <p>To be able to explain what I need to do to be a good friend.</p> <p>(CC with RE)</p>
<p>Outdoor learning</p>	<p></p>	<p>To go through the rules of outdoor learning and put these into practise.</p>	<p>To go on a senses walk in the Forest School area.</p>	<p>To go on an Autumn scavenger hunt.</p>	<p>To create large Art in the style of Jackson Pollock.</p>	<p>To create a repeating pattern using natural materials.</p>	<p>To observe the effect of wind in the natural environment.</p>