

**Topic: Let's Celebrate**  
**The Big Question:** Are all celebrations happy?  
**Trip:** Church visit linking to celebrations – Harvest/Christmas  
**Class Reader:** The Magic Paintbrush/Charlie and the Chocolate Factory

Creative	<p><b>MATHS</b></p> <p>Counting and ordering numbers using correct number formation.</p> <p>Developing an understanding of place value.</p> <p>Ordering and sorting based on different criteria.</p> <p>Problem solving using addition and subtraction.</p> <p>Making pictures with 2D shapes and building with 3D interlocking shapes.</p> <p>Weighing and measuring using standard and non standard units.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<p><b>RE –</b></p> <p>Following Wigan agreed syllabus and linking in to Christian celebrations in the church.</p> <p>What does it mean to belong? (First half term)</p> <p>Children to enquire into and explore the concept of how it feels to belong.</p> <p>Why do Christians celebrate Christmas? (Second half term)</p> <p>To enquire into and learn about the celebration of Christmas.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	

Creative	<p><b>ENGLISH</b></p> <p>Children to learn basic sentence structure and letter formation inspired by the class reader The Magic Paintbrush.</p> <p>What would you paint if you had a magic paintbrush? Why?</p> <p>Why do you think the emperor wanted more gold?</p> <p>Do you think it was fair to give just to the poor and not the wealthy?</p> <p>What happened because of the Emperors greed?</p> <p>What would you paint and why?</p> <p>Where is the story set? How do you know?</p> <p>What does it mean to be poor and wealthy?</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	



Creative	<p><b>PSHE</b></p> <p>Wellbeing Curriculum</p> <p><u>Autumn 1</u></p> <p>Physical Wellbeing Mental Wellbeing</p> <p><u>Autumn 2</u></p> <p>Keeping Safe</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	

Creative	<p><b>HISTORY –</b></p> <p>Find out about the life of Guy Fawkes.</p> <p>Why do we celebrate Bonfire Night? Children to learn about changes beyond living memory that are significant nationally.</p> <p>To use role play to understand events that led to Guy Fawkes plotting against the King and say how they are feeling in that role.</p> <p>Children to sequence The Gun Powder Plot.</p> <p>Children to look at artifacts and discuss which might have been used in the gunpowder plot and give their explanations.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	

Creative	<p><b>GEOGRAPHY</b></p> <p>To know what country, they live in and the capital city (link to Guy Fawkes-history and London landmarks)</p> <p>Create London landmarks with Lego and other construction equipment.</p> <p>To know what a country is and an ocean</p> <p>To know the countries and capital cities of the UK</p> <p>To know what an atlas looks like and what it's used for.</p> <p>To locate on maps countries/capital cities of the UK</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>SCIENCE – Materials</b> What properties do their materials have? Why is that useful to know? Investigate what materials float, what are magnetic, transparent, absorbent and so on.
Multiple perspectives	What would happen if we used a different material?
Justify	Would it be fit for purpose? Why? Why not? How do you know?
Debate	Children are to investigate what material could be used to fixed the hole in the umbrella. What material will do the best job? What materials absorb water? What repel it? How do you know?
Cause + Consequence	Experiment with various materials – understand their properties and what they are used for, in school and the wider world.
Share a Story	Are there any other reasons we use these materials – not only for their properties – what about cost?
Make Conne	
Wider World	
Economise	<u>Seasons: Autumn and winter</u>

Creative	<b>PE</b>
Multiple perspectives	Coach Mark and the daily mile.
Justify	Acquiring and developing skills.
Debate	Catch a bean bag.
Cause + Consequence	Throw a small ball underarm using the correct technique.
Share a Story	Zig-zag through a series of markers spaced evenly.
Make Conne	Applying skills and using tactics.
Wider World	Working together as a team.
Economise	

Creative	<b>MUSIC</b>
Multiple perspectives	Music skills will be taught by a music specialist weekly focusing on
Justify	Singing- songs, chants and rhymes Listening- recorded and live music
Debate	Composing- creating and responding to graphic notation Musicianship- pulse/beat, rhythm and pitch
Cause + Consequence	Children to improve their singing and performance by recording and evaluating their singing.
Share a Story	Children to perform for Harvest
Make Conne	
Wider World	
Economise	



Creative	<b>ART –</b>
Multiple perspectives	Colour mixing Children to identify 3 primary colours.
Justify	Children to mix primary colours and create a painting using mixed colours based on the Magic Paintbrush.
Debate	Children to practise a range of brush strokes.
Cause + Consequence	Children to create a piece of art on canvas using mixed colours.
Share a Story	
Make Conne	
Wider World	

Creative	<b>DT –</b>
Multiple perspectives	Children to create a fruit/ vegetable kebab for harvest.
Justify	Children to show an awareness of basic hygiene and health and safety when cooking, tie hair back, wash hands, sleeves rolled up and wear an apron.
Debate	Children to plan their kebab and what it will be made up of.
Cause + Consequence	Children to learn food preparation techniques, cutting, grating, slicing, squeezing and peeling.
Share a Story	Children to discuss the success of the fruit/ vegetable kebab and what worked and what could be changed or improved upon.
Make Connectio	
Wider World	Children to understand where the fruit and vegetables come from.

Creative	<b>COMPUTING –</b>
Multiple perspectives	Children to learn to login safely.
Justify	To start to introduce to the children the idea of ‘ownership’ of their creative work.
Debate	Children to know how to save, search and find resources.
Cause + Consequence	Children to become familiar with icons.
Share a Story	Children to start to add pictures and text to work.
Make Conne	
Wider World	Children to use programs to sort items using a range of criteria.