



Members of Staff:	Homework and Equipment Days:	Curriculum Enrichment Activities:
<p><b>Tahiti</b> Mrs Gear (Monday to Thursday) Mrs Millman (Friday)</p> <p><b>Talisman</b> Mrs Sharman</p> <p><b>TA support:</b> Miss Neary Miss Mew</p>	<p><b>PE: Tuesday</b> <b>Games: Thursday</b></p> <p>Please can children come in to school on these days wearing Bitterne CE Primary School PE kit.</p> <p><b>Book changing days:</b> Little Wandle: Monday Library books: Tuesday</p> <p><b>Spelling Test Day: Monday</b></p>	<p><b>Local Trip:</b> A trip to Sir Harold Hillier's Gardens, Romsey, to explore the similarities and differences between different types of plants, linking to our science topic.</p>
English (reading and writing):		Maths
<p><b>Phonics will be taught daily, with a focus on reviewing Phase 3 and 4 and teaching Phase 5 sounds. The school will use Little Wandle to teach phonics.</b></p> <p><b>Hook: Nature Walk to Woodland area</b> Poetry: write simple noun phrases or write simple sentences to describe what can be seen.</p> <p><b>Hook: Jack and the Beanstalk by Ladybird Books</b> Outcome: write captions or write simple sentences to match key illustrations from the story.</p> <p><b>Hook: School trip to Hillier's Garden Centre</b> Outcome: write simple sentences to match pictures from the school trip.</p>	<p><b>Hook: Planting seeds</b> Outcome: write sentences to match key illustrations taken in science lesson.</p> <p><b>Hook: The Gruffalo, by Julia Donaldson</b> Outcome: write simple noun phrases or write simple sentences to describe the Gruffalo.</p> <p><b>Hook: The Smeds and the Smoos, by Julia Donaldson</b> Outcome: diary entry to write simple sentences to match key illustrations from the story.</p> <p><b>Hook: Space poems by Gaby Morgan</b> Outcome: write simple sentences to match key illustrations from the poems/pictures.</p> <p><b>Hook: Stick Man, by Julia Donaldson</b> Outcome: write simple sentences to match key illustrations from the story.</p>	<p><b>Number and place value</b> Counting up to 100 whilst investigating the composition of numbers below 10, as well as considering how the various parts of a calculation are related.</p> <p><b>Addition and subtraction</b> Developing a more in-depth understanding of the addition and subtraction facts below 10.</p>

<b>Science:</b>	<b>History:</b>	<b>Geography:</b>
<p><b><u>Animals, including humans</u></b> A focus on different types of common animals, including fish, amphibians, reptiles, birds and mammals. A focus on common parts of the human body.</p> <p><b><u>Plants</u></b> Identifying the variety of common wild and garden plants, including deciduous and evergreen trees. Identifying and describing flowering plants, including trees.</p>	<p><i>There are no history units in the autumn term.</i></p>	<p><b><u>Map Skills (short unit)</u></b> <b>Context: Brilliant Bitterne</b> Identifying and recognising human and physical features before creating a simple map and giving directions.</p>
<b>Art &amp; Design:</b>	<b>Design Technology:</b>	<b>Computing:</b>
<p><b><u>Sculpture</u></b> <b>Context: Natural Sculptures</b> <b>Artist: Andy Goldsworthy</b> Exploring the art of Andy Goldsworthy before using natural materials to create a sculpture inspired by the season of autumn.</p>	<p><b><u>Evaluate</u></b> <b>Context: Christmas cards</b> Evaluating the likes and dislikes of Christmas cards, before using the skills learnt in computing to design and create a digital Christmas card.</p>	<p><b><u>Technology around us</u></b> Using parts of the computer, including the mouse and keyboard.</p> <p><b><u>Digital painting</u></b> Using freehand tools and shapes to create a digital painting, in the context of Christmas cards.</p>
<b>RE:</b>	<b>PSHE:</b>	<b>Music:</b>
<p><b><u>Thankfulness</u></b> <b>Context: Harvest</b> Investigating the importance of harvest within our local community and Christian traditions.</p> <p><b><u>Candle as a symbol of light</u></b> <b>Context: Diwali</b> Exploring the symbol of light through Hindu traditions.</p>	<p><b><u>Working well together</u></b> Exploring why rules are important for co-operation and success. Reflecting on what makes a good friend and how bodies and feelings can be hurt.</p> <p><b><u>Being part of a community</u></b> Learning about recognising the emotions that we are feeling using the red and blue zone. Knowing that hurtful teasing and bullying is wrong, and what to do if it has happening.</p>	<p><b><u>Pulse and rhythm</u></b> <b>Context: All about me</b> Investigating and exploring beats that are regular or can get faster and slower.</p> <p><b><u>Classical music dynamics and Tempo</u></b> <b>Context: Animals</b> Using sounds, including speeding up and slowing down, to tell a story.</p>
<b>Physical Education</b> <b>Dance and Gym units:</b>	<b>Physical Education</b> <b>Games units:</b>	<b>SEAL and Collective Worship themes:</b>
<p><b><u>P.E. units</u></b> <b>Dance:</b> developing movements and pathways through copying, remembering and repeating actions of dance. <b>Gym:</b> using our bodies to make shapes and balance.</p>	<p><b><u>Games units</u></b> <b>Passing with accuracy:</b> using invasion games to pass accurately using my feet, dribble and defend. <b>Throwing with accuracy:</b> developing throwing underarm and overarm</p>	<p><b><u>SEAL themes</u></b></p> <ul style="list-style-type: none"> <li>Autumn 1: <b>New Beginnings</b></li> <li>Autumn 2: <b>Anti-Bullying</b></li> </ul> <p><b><u>Collective Worship themes</u></b></p> <ul style="list-style-type: none"> <li>Autumn 1: <b>Responsibility</b></li> <li>Autumn 2: <b>Peace</b></li> </ul>