

# Cool School!

This topic was selected to ensure the children are fully familiar with the school which they attend and understand the importance of a school community, building on what they already know about themselves and their families.



This topic focuses on the school building and grounds. Through it, the children will learn about different materials and develop their map skills. They will also further develop knowledge of the four seasons by understanding the changes that happen from summer to autumn

## Immersion Events

Victorian School Day  
Tuesday 7<sup>th</sup> October 2025

## Parent Partnership Events

- ‘Welcome to Year One’ – September 2025
- Parent consultations – October 2025
- Harvest Festival – October 2025

## Reading / Book Events

Roald Dahl Day - 13.9.25  
National Poetry Day - 2.10.25  
National Libraries Week – WC 6.10.25

## Additional Events

Recycling Week WC 22.9.25  
Autumn Equinox – 22.9.25  
Democracy day-15.9.25

## Prior Learning

- In nursery, the children learned all about themselves and focussed on what makes them special and unique. They thought about how they have grown from being babies to toddlers. They gained an awareness of where they live. They experimented with a range of different materials and started to think about the season of autumn, noting key changes that happen at this time of year.

In reception, the children learnt all about their families and how these vary for individuals. They learned the importance of belonging and feeling loved and cared for. They looked at family trees, thinking about the passing of time for different generations. They started to learn where their houses are and the area in which they live. They investigated the properties of different materials within the provision such as floating and sinking and also learned more about what the weather is like, what happens to trees and what animals do in autumn.



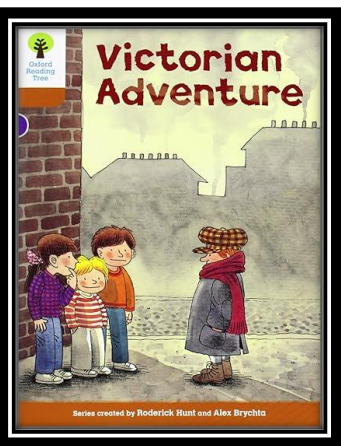
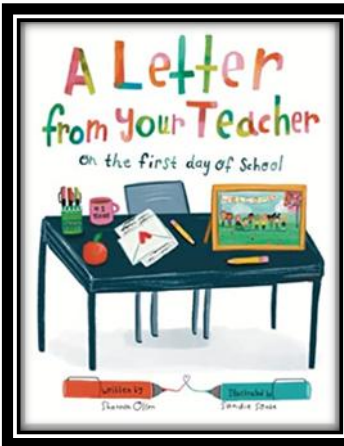
As **communicators**, the children will share their ideas in all subjects. They will discuss their school lives and talk about what makes our school special. They will discuss images from different schools, comparing them to our school. They will also learn and use new vocabulary related to the topic being covered such as compass, aerial photograph and landmark. They will regularly speak to their talk partner, building on the ideas of others to help them plan their own work. Speaking and listening activities will be carried out throughout all lessons to help the children clarify their thinking as well as organise their ideas for writing.

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As **readers**, the children will continue developing their word reading, fluency and comprehension skills. The children will follow the Phonics programme ‘Little Wandle’ and have a daily lesson. The children will hear, share and discuss a range of texts to help develop their reading skills and to learn more about schools. These include non-fiction books about schools.

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As **writers**, the children will read the story ‘A letter from your teacher on the first day of school’ and talk about starting their new class. They will write a letter to their new teacher that introduces themselves. They will use lots of exciting words to describe themselves.

The children will also read and discuss the story ‘A Victorian adventure’. They will have a Victorian experience day and write about their day on a postcard. There will also be lots of opportunities for cross curricular writing such as labelling areas of the school and writing autumn poems.

## Key Texts





As **scientists**, the children will investigate different materials used and found in the school and its grounds. They will learn the names of a variety of everyday materials seen including wood, plastic, glass, metal, water and rock. They will describe the simple physical properties of these everyday materials, comparing and grouping them together on the basis of their simple physical properties such as strong, transparent, waterproof, shiny, bendy, etc.

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Building on learning in Reception, the children will further observe changes from Summer to Autumn, especially looking at and describing the weather associated with autumn and how the day length shortens. They will look for signs of autumn in our school grounds, seeing what is happening to the trees, plants and animals.



As **mathematicians**, the children will learn about number and number patterns through the Place Value unit of the White Rose Maths scheme. The children will practise counting to ten, forwards and backwards, beginning with any given number. They will reinforce and consolidate their counting skills and will be able to count objects in groups and from larger groups, matching the groups using amounts. They will identify one more or one less from a given number and be able to order objects and numbers. They will 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. The children will recognise numbers as words.



~ As **theologians**, the children will follow the Derbyshire and Derby City Agreed Syllabus for RE and the unit titled 'What does it mean to belong to a faith community?' Through this topic the children will think about belonging to our school community and other groups such as Brownies, Football Clubs, Swim Centres and Beavers. They will then move on to thinking what it means to belong to a faith group in Britain today and what is good and what is challenging about belonging to a religious group.

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The children will continue to join in with our various school prayers which are said at key points of the day and attend whole school daily Collective Worship in the hall which this term focusses on local history, our four Langley Mill Foundations: Aspire, Learn, Respect and Serve and the church mice. Some of the children will be selected to be part of the Collective Worship Team, taking an active role in planning, organising, delivering and evaluating daily worship.



As **artists**, the children will focus on developing their drawing skills. They will look carefully at the work of artist Stephen Wiltshire who is famous for drawing accurate impressions of cities, skylines and street scenes. They will then practise their own drawing skills and use them to create accurate impressions of our school building.

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As **designers**, the children will develop their knowledge of cooking and nutrition by designing, making and evaluating their own bread that incorporates healthy seasonal produce.



As **geographers**, the children will learn how to use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map of the school. They will use lots of aerial photographs of our school and use these to recognise landmarks and basic human and physical features. They will devise a simple map of the school and use and construct basic symbols in a key. They will also use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment'.

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Alongside their work in science, they will use basic geographical vocabulary to refer to key physical features, including seasons and weather (autumn and winter).



As **young citizens**, the children will revisit what it means to be a Bucket Filler to ensure that we continue to be a bucket filling school where everyone is kind, caring, polite and helpful.

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The children will also follow Derbyshire's PSHE Matters Scheme, and the unit of work titled 'Exploring Emotions'. Through this unit they will focus on their own health and wellbeing. The first few lessons will focus on naming different feelings, explaining how to recognise different feelings and recognising that feelings can affect the way they think, feel and behave. Later lessons will incorporate lots of talking about how to recognise what others might be feeling and recognising that not everyone feels the same about the same things. The children will name a range of words to describe feelings and talk about things that help people's mental and physical health. They will also be taught ways to manage big feelings and to recognise when



As gymnasts, the children will follow the Do Think Feel scheme. Through this they will learn how to perform log and tucks rolls and how to travel along different pathways using high and low levels and narrow and wide shapes. They will also practise balancing and travelling on different body parts and jumping in various ways using apparatus. They will develop their ability to hold weight on their hands and devise simple gymnastic sequences that use a range of these skills.

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As sports people, the children will also have a DTF PE lesson each week focused on Striking and Fielding. They will learn lots of skills such as intercepting a moving ball from the floor with 2 hands whilst moving, performing a controlled roll from a moving position, striking a rolling ball towards a target and under arm roll whilst moving forwards. These skills will then be used to play a simple striking and fielding match appropriate to the children's age.

Throughout all lessons they will be asked to evaluate their own and their peers 'performances' and learn how to get apparatus out and out it away safely.



As **technologists**, the children will follow the Teach Computing Scheme, 'Technology Around Us' unit. Through this unit the children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills.

Through Computing lessons the children will continue to learn how to use IT equipment and the internet safely and in this particular unit they will learn that images they see may not be real.

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As **musicians**, the children will follow the Hey You! unit of the Charanga scheme. This is a six-week unit of work with all learning focused around one song: Hey You! which is a Hip-Hop song for children. The children will sing the song, play instrumental parts within the song, improvise using their voices and/or instruments within the song before performing compositions within the song. All this will lead to an end-of-unit performance.

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The children will also listen to and learn a range of autumn songs and specific tunes for the end of term Harvest Festival