


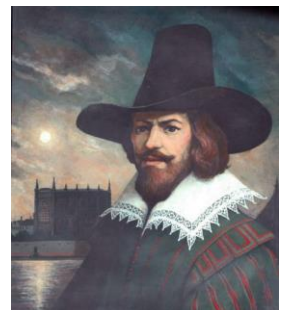

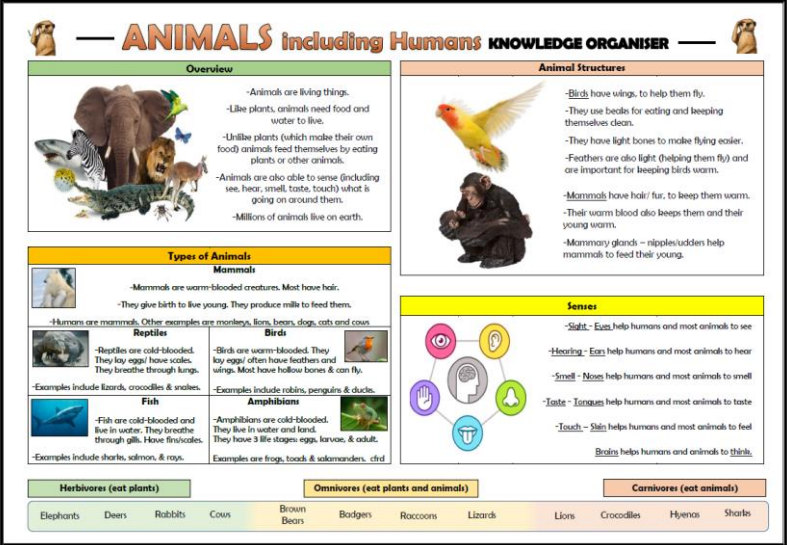



Writing	Phonics	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Autumn 1:</p> <ol style="list-style-type: none"> Character description Recount <p>Autumn 2:</p> <ol style="list-style-type: none"> Instructions Poetry <p>Our key texts this term are:</p> <ul style="list-style-type: none"> Hairy Maclary from Donaldson's dairy What the Ladybird Heard Rapunzel Little Red 	 <p>Read Write Inc (RWI) is a phonics programme which helps <u>all</u> children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p> <p>Phonics focus</p> <p>Autumn 1</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to read words containing set 2 sounds.</p> <p>Children will also build speed of reading words known.</p> <p>Autumn 2</p> <p>Review set 2 sounds, particularly: ar, or, air, ir, ou, oy</p> <p>Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo</p> <p>Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e</p>  <p>For more information about how to help your child at home visit: https://home.oxfordowl.co.uk/reading/reading-age-5-6-year-1/</p>	<p>Y1- White Rose Maths</p> <ul style="list-style-type: none"> Place value Addition and subtraction Shape Consolidation 	<p>History</p> <p>The Gunpowder Plot</p> <p>Children will question what history is in their living memory and beyond, developing their historical vocabulary. They will be discussing what they know about Bonfire night and Guy Fawkes, questioning what Guy Fawkes did in order to still be remembered today. They will be exploring what went wrong with the plot and how we know about it today, looking at primary and secondary sources. Children will also be comparing how we celebrate Bonfire night now and in the past.</p>  <p><u>Spotlight lessons:</u></p> <p>Guy Fawkes</p> <p>Geography</p> <p>Small area study of UK- Coton Green</p> <p>Children will be exploring what a geographer is. They will be sharing what they already know about Coton Green- our local area, thinking about how to find out more. Year 1 are going to look at the human and physical features and what our local area looks like. Children will also be learning about a compass- what it is and how it can be used. They'll also be investigating what makes a good map.</p> <p>Children will also be going on a field trip into the local area.</p> 

Science	PSHE/RSE	PE
<p>Animals Children will consider, 'what makes you you' and what they eat. They will explore what lives in their environment too, identifying and naming a variety of common animals. Children are going to be identifying and naming animals that are carnivores, herbivores and omnivores.</p> <p>Humans Children will explore the 5 senses. They will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>  <p>The knowledge organiser is a comprehensive resource for children. It includes an overview of animals, types of animals (mammals, reptiles, birds, fish, amphibians), animal structures (wings, fur, scales, etc.), and senses (sight, hearing, smell, taste, touch). It also features a food chain diagram at the bottom with categories: Herbivores (eat plants), Omnivores (eat plants and animals), and Carnivores (eat animals). Examples listed include elephants, deers, rabbits, cows, brown bears, badgers, raccoons, lizards, lions, crocodiles, hyenas, and sharks.</p>	<p>Families and Friendships Children will consider the role different people play in children's lives and how they care for them. They will explore what it means to be a family and how are families different.</p> <p>Safe Relationships Children will consider times when someone's body or feelings might be hurt and whom they go to for help. They will explore how they might respond if being touched makes them feel uncomfortable or unsafe. Children will consider when it is important to ask for permission to touch others and how you ask for and give/not give permission.</p> <p>Respecting ourselves and others Children will consider how kind and unkind behaviour makes people feel and what respect means.</p>	<p>Gymnastics – floor Children will explore travelling in different ways and on different parts of the body. They will explore balance and demonstrate a careful balance.</p> <p>Gymnastics -apparatus Children will travel along the apparatus safely. They will jump and land confidently and safely.</p>
	<p>Art</p> <p>Drawing - Exploring Line Children will experiment with lines of different shapes, sizes and thicknesses. They will explore the work of artists, craft makers and designers and record the basic shapes they can see through drawing. Children will begin to use lines to add detail and/or texture to drawings.</p> <p>Artists: Wassily Kandinsky and Piet Mondrian</p>  <p>The image shows two abstract artworks. On the left is a colorful, dynamic composition by Wassily Kandinsky, featuring various geometric shapes, lines, and dots in a chaotic arrangement. On the right is a more structured abstract painting by Piet Mondrian, consisting of a grid of black lines forming squares and rectangles, with some areas filled with primary colors (red, yellow, blue).</p>	<p>Design and Technology</p> <p>Structures: Freestanding structures Children will explore the strength of a piece of paper. They will make a strong paper bridge. Children will evaluate their work in relation to its purpose.</p>
	<p>Music</p> <p>Timbre – Animals Children will recognise, describe, name and play percussion instruments. They will consider how different instruments can be grouped. Children will explore 'Carnival of the Animals' and think about which instruments depict the animals. Children will create their own music to depict an animal.</p>	<p>RE</p> <p>Harvest Festival (New Beginnings) Children will explore the Christian Harvest festival and the Parable of the Sower. They will consider how Christians show care and concern during harvest. Children will be introduced to Hinduism and find out about how they celebrate Pongal.</p> <p>Diwali and Christmas (The Circle of Life) Children will explore Diwali and how it is celebrated. They will consider why Christians celebrate Christmas. Children will explore the similarities and differences between Diwali and Christmas.</p>