
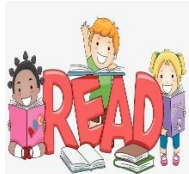


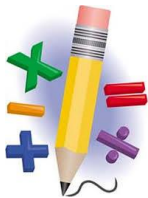












**Curriculum Information Sheet - Autumn Term 2 2023-24****Year 1 Classes: Dancing Dolphins & Talented Turtles**

<p>ENGLISH</p> <p>Phonics ee ur ow wh y au</p>    	<p>The children will be reading, acting, and participating in writing for the stories they read about in class. They will learn about the different features of a tradition tale, understanding the importance of the beginning (story opener, setting and characters), middle (problem) and the end (solution). Children will be describing characters and understanding their feelings.</p> <p>Main Key Texts: The Diwali Story, Hansel and Gretel, The Christmas Story</p> <p>Guided Reading will continue, focussing on comprehension, developing vocabulary, inferencing, prediction and sequencing.</p> <p><u>SPAG Information</u></p> <ul style="list-style-type: none">• Using capital letters and full stops in writing sentences• Using finger spaces• Spell by using their phonics knowledge and their knowledge of the common exception words (word mat will be sent to all parents)• Writing sentences that make sense• Using connectives/conjunctions to join words and clauses <p>To be able to spell:</p> <ul style="list-style-type: none">• Words using phonemes from Levels 2, 3 and 4• Year 1 common exception words <p>To understand the terminology: letter, lowercase, capital letter, word, sentence, finger space and full stop.</p> <p><u>Phonics</u></p> <p>We will continue to revise Level 3 phonemes, having a greater emphasis on using the phonemes to spell words correctly.</p> <p>Teaching reading and writing Common Exception Words (same as 'tricky words').</p>
<p>MATHS</p> 	<p><u>Number: Addition and Subtraction (within 10)</u></p> <ul style="list-style-type: none">• Represent and use number bonds and related subtraction facts within 10• Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs• Add and subtract one-digit numbers to 10, including zero• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems

	<p><u>Geometry: Shape</u></p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres) • Use 2-D and 3-D shapes to construct settings/ characters/objects <p><u>Number: Place Value (within 20)</u></p> <ul style="list-style-type: none"> • Count to 20, forwards and backwards, beginning with 0 or 1, from any given number • Count, read and write numbers to 20 in numerals and words • Given a number, identify one more or one less • 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. <p>Maths will be more practical, allowing children to develop their curiosity and investigate a range of mathematical resources. We will also spend time developing their reasoning skills. (It is vital that children can explain their reasoning and methods.)</p>
<p>SCIENCE</p> 	<p>We will continue learning about Animals including Humans for our half term science topic, with an emphasis on learning through investigation and scientific enquiry. For this terms topic we will be:</p> <ul style="list-style-type: none"> • Learning about and naming a variety of common animals • Identifying animals and their structures • Identifying fish, amphibians, reptiles, birds and mammals • Naming a variety of common animals that are carnivores, herbivores and omnivores. <p>Pupils will look at the different pictures of common animals and try to identify if the animal is a fish, amphibian, reptile, bird or mammal and if they are carnivores, herbivores or omnivores.</p> <p>Seasons (Ongoing):</p> <ul style="list-style-type: none"> • Observe changes across the Autumn & Winter seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions.

<p>TOPIC WORK</p> 	<p>The geography topic this term is Continents and Oceans, UK countries, capital cities and surrounding areas.</p> <p>We will identify the 7 continents and 5 main oceans. We look at the definitions of a 'continent' and 'ocean'. Pupils will attempt to explain the locations of each continent and estimate size and distance.</p> <p>Some of our key questions are:</p> <ul style="list-style-type: none"> What is a continent? Which continents are closer to each other? Which continents are further apart? What's the difference between a sea and an ocean? What's the difference between a continent and a country? <p>We will then explore the United Kingdom (UK) and its countries. Some of the key objectives include:</p> <ul style="list-style-type: none"> To locate the four countries of the UK To identify the 4 capital cities and surrounding seas of the UK
<p>ART & DESIGN TECHNOLOGY</p> 	<p><u>Design & Technology:</u></p> <p>Children will be exploring using a range of techniques and tools. They will be able to practice different techniques to create their diva lamps such as rolling, pinching and poking. They will have the opportunity to evaluate their methods to develop their 'masterpiece'. We will also carry out some simple textiles work where children will investigate methods of joining materials. They will then plan the best way to make a puppet. They will create the design, make a template join the material and add designs to their puppet.</p> <p>Key Objectives:</p> <ul style="list-style-type: none"> Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design. <p>Key Skills:</p> <ul style="list-style-type: none"> Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Reflecting on a finished product, explaining likes and dislikes.
<p>PSHE</p> 	<p>Health and Wellbeing</p> <p>The children will be continuing their learning about working with others, how to overcome friendship problems and what a healthy friendship looks like. We will then move onto exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy.</p>

<p>MUSIC</p> 	<p>We will be having Harrow Services come to teach Music with our children. They will be teaching (subject to change):</p> <p><u>Musicianship 1</u> Singing voice development with focus on accurate pitching. Beat competency - gross motor movement, dancing, playing simple percussion Rhythm skills - beat/rhythm patterns - ta, titi Solfa - SM</p>	
<p>COMPUTING</p> 	<p>Digital Painting: We will begin each half-term with an E-safety lesson.</p> <p>Pupils will explore the world of digital art and its exciting range of creative tools with your learners. The children will learn how to log onto the chrome books, how to click and drag, select a paint programme, what the icons mean and how to use them. The children will learn about artists such as Piet Mondrian, Henri Matisse and Georges Seurat and be able to create their own digital art in these different styles. The children will be able to consider their preferences when painting with, and without, the use of digital devices.</p>	
<p>HEALTH & WELLBEING</p> 	<p>Physical Education <u>Dance: Heroes</u> The focus of the learning is for pupils to create a range of controlled movements that represent a superhero.</p> <p>Pupils will learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).</p> <p>Meditation Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p>Yoga</p> <p>Use of a Hoberman ball, bean bags Develop sense of balance. Focus on balance.</p> <p>Develop Sun Salutation postures: Jungle Salutation. Animal postures</p>
<p>SPECIALIST SUBJECTS</p>  	<p><u>Sanskrit</u> Reading and Writing Learning to read and write simple Vowels: U UU r Lr Conversation Learning how to request assistance Story Time: Tucket the Bucket Song / Verse: Gita: 4.8</p>	<p><u>Spanish</u> Pupils will be taught to listen to colours by Spanish speakers and be able to take notes of numbers without mistakes.</p> <p>Pupils will be taught how pronounce the colours clearly, to read colours out loud, as well as write the spelling of colours.</p>
<p>Philosophy Religion and Ethics</p> 	<p><u>Theme: Focus & Resilience</u> Empathy: How does Lord Krishna feel? In this unit, exploring Krishna's Damodara-Lila and Govardhana-Lila, children will learn to identify different feelings, recognizing the nature and physical features of positive and negative feelings (knowing how a feeling feels). Using engaging drama and arts activities, they should be guided into recognising sensual stimuli and other situations that give rise to different feelings.</p>	