

Maths

Place Value within 10

Children will become familiar and secure with numbers to 10. They will begin by sorting and grouping objects based on attributes such as colour, size and shape. Then, they will use this knowledge to learn how to count out a certain amount from a larger group. Children will learn how to recognise numbers as words before learning how to count on from any number within 10. For example, they may be given a starting number of 4 and asked to continue "5, 6, 7, 8, 9, 10". We will practise counting forwards and backwards and introduce the idea of one more and one less. The children will also learn how to order three groups of objects using key vocabulary such as 'most' and 'fewest'. We finish this topic by introducing a number line to the children which will be a key skill needed throughout Year 1 and beyond.

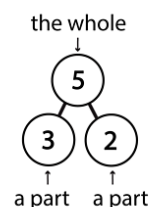


Addition and Subtraction within 10

The children will be introduced the idea of part and whole and will begin to complete part-whole models. They will learn that the addition symbol (+) can be used to represent combining two or more parts and the equals symbol (=) can be used to show the equivalence between the whole and the sum of the parts. The children combine their



knowledge of the part-whole model and addition facts to explore number bonds to 10. We then move onto subtraction where the children will use what they have learnt about addition to support their learning. The children can physically take away objects and cross out to find the answer. They will then be introduced to using a number line



and counting back to find the answer.

How to support at home

Numbots

Please encourage your child to practise the quick recall of number facts using the Numbots App. Numbots certificates are awarded in our weekly Achievement Assembly.



Incorporating maths into daily activities

This could include counting objects, measuring ingredients while cooking, or calculating pocket money. This helps children see maths as a practical and useful skill.

Identify shapes

When out and about, discuss any shapes you can see, such as circles for wheels and rectangles for windows.

English

Phonics

The children will continue to work on the Read, Write, Inc programme which is tailored to each child's learning. All children will have at least one phonics session each day. The reading of decodable books is modelled during these sessions with children joining in to teach fluency. Black and white copy books are changed every Wednesday and RWI book bag books are changed every Friday. Please can we ask you make a note in your child's home reading record when you have read with them at home.

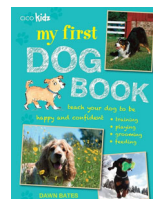
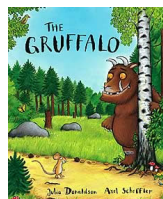
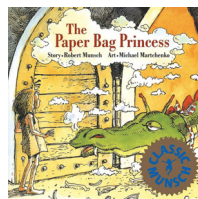


Within both books there are key words, sounds and information for parents to help you support your child at home with their reading.



Key texts

Children will be read to daily, using quality texts from our reading spine and class favourites that the children enjoy joining in with. The texts below are some of our key focus texts for the Autumn term.



Writing

Description

We will focus on using descriptive language, using the story of 'The Gruffalo' to write our own descriptions of the key characters. We will look at different sentence types, focusing on statements.

We will also look at description through the text 'The Paper Bag Princess', developing our use of our senses to describe and using the past tense correctly. We will begin to explore joining sentences together using conjunctions such as 'and' and 'because'.

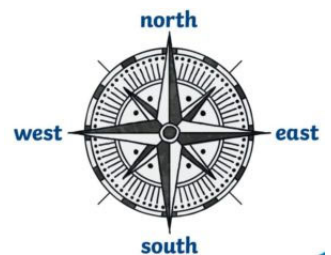
Information text

During the Autumn term, our focus will be on non-fiction information texts. We will use our Science knowledge about The Human Body and PSHE knowledge on 'Being me in my world' to write about ourselves, using subject specific vocabulary. We will also focus on writing in the present tense.



Geography Spatial Sense

The children will be introduced to Geography as a discrete subject through our 'Spatial Sense' topic. They will first be introduced to aerial views; the first step in supporting children's conceptual understanding of maps. Building on an understanding of what things look like from an aerial perspective, children then look at how cartographers (map makers) represent physical (natural) and human (made by people) features of an area on a drawn map. They find out how symbols are used on maps and how a key can tell us what the symbols mean. The four-point compass is introduced, and children will use some positional language to describe locations. They will look at simple routes on a map based around a familiar location using first hand observation to help them link what they see in the world around them, to what is represented on a map.



Our key vocabulary for this topic is:

| KEY VOCABULARY | |
|----------------|--|
| aerial view | what something looks like from above |
| map | a picture showing where things are located in an area |
| location | the place where something is |
| compass | a tool used to find out directions |
| key | a tool used to show what symbols on a map represent |
| symbol | a picture on a map that represents something |
| navigate | to find the way |

By the end of the unit the children will know :

- How to draw a map.
- That maps give us information about places.
- Understand maps are drawn from an aerial view

History Discovering History

The 'Discovering History' unit introduces children to History as a subject and creates a solid foundation to help our children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Through this unit, the children will understand that History is the story of the past. They will explore this through looking at pictures, hearing stories and they will begin to understand that there were lives lived before theirs. Recognising that children will bring different lived experiences to the classroom, we aim to interest children in the discipline of history through storytelling, physical experience, historical facts, and chronology.



Our key vocabulary for this topic is:

| KEY VOCABULARY | | |
|----------------|--|---|
| history | the story of the past |  |
| historian | a person who learns about the past |  |
| pre-history | the time before people wrote things down |  |
| archaeologist | a person who looks in the ground for clues about the past |  |
| artefact | an object made and used a long time ago |  |

By the end of the unit the children will know:

- History is the story of the past.
- People who study history are called historians.
- Historians use sources to learn about the past.
- Archaeologists find out about the past through looking at things found in the ground.
- Things found by archaeologists are called artefacts.
- Family trees tell us who lived in the past.

Art and DT

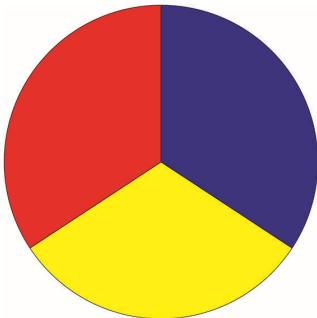
Line

In this unit, children will learn about the important element of line in art. They will explore how lines can be used as tools for artists and learn about famous artists such as Paul Klee, Joan Miró and Geta Brătescu. Children will learn different vocabulary to describe lines and practise using these to create their own pictures using their imagination. They will also see how lines can represent different things, from simple shapes to dreams and music. Children will experiment with different materials like pencils, pens, paint, wire, and string to create different types of lines. They will even have the chance to work together as a group to create a large artwork inspired by Miro's famous paintings.



Colour

This unit introduces the children to the element of colour. The lessons use works of Mondrian, Bruegel the Elder, Van Gogh, Vermeer and Monet to explore concepts and vocabulary which relate to colour: primary and secondary colours; warm and cool colours; tints and shades. This allows the children to start to investigate the art of painting. The activities in the unit are designed to allow them to practise good mixing technique and brush control. Towards the end of the unit children explore using different tones and brushstrokes to paint water, experimenting with using paint with mixed media. The children are introduced to evaluating their own work, both verbally and in writing.



Jam Tarts and Mince Pies

In this unit of work children cook jam tarts or mince pies. The children will understand the idea that different recipes can be used in different seasons and/or for different celebrations. Mince pies and jam tarts are typical English recipes and use ingredients that are available during the Winter .



Dips Vegetables

In this unit of work children make dips (bean dip and tzatziki, from Greece) with vegetables sticks. It introduces the idea that fruit and vegetables provide important nutrients which keep us fit and healthy and that some fruit and vegetables give us more nutrients when eaten raw

Music - 'Hey You!'

We will be learning to find the pulse, clap rhythms and use instruments to improvise with the notes C and G. We will also start to compose simple melodies choosing from a wider range of notes. In our final performance, we will be rapping, singing, playing and dancing!



PSHE - Being Me in My World

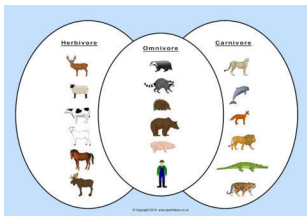
The children will learn about their rights and responsibilities. They will understand that they are a valued member of our class and consider ways in which they belong to various communities and clubs. They will also recognise that their choices can have consequences.

PSHE - Celebrating Differences

The children will be able to identify the similarities and differences between people in the class. They will learn what bullying is and know who they can talk to if they feel unhappy or are being bullied. We will share some ways we are different to our friends.

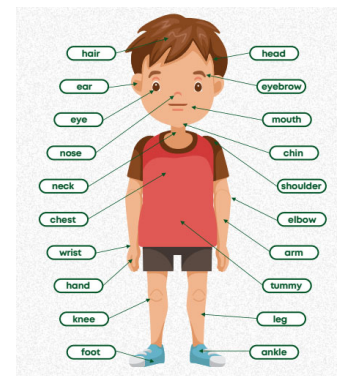
Science - Animals and their Needs

In this unit, pupils will be encouraged to be curious and ask questions on what they notice about animals. They will be looking closely at animals in the natural world around them and will learn that animals are living organisms that move around and breathe. They will learn that, unlike plants, animals do not make their own food; they must eat other plants and animals in order to survive. Children will learn scientific terminology, such as carnivore, herbivore and omnivore.



The Human Body

This unit builds upon what the children learnt in Reception. Children then move on to study the eye in more detail, learning that scientists look closely at things to find out how they work. They will understand that light travels into our eyes which helps us to see. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is happening around us, helping us to be aware of the world we live in. Children will consider the role of our senses in protecting us from danger. Children will work scientifically in this unit, exploring senses and experiencing how we use them.



P.E.

Net wall / Striking Games

Our focus for this term is net/wall and striking games. The children will learn hand-eye coordination, precision in their movements, and strategic thinking through participating in various team games. These games will also promote teamwork, communication, and sportsmanship.



Computing

Technology Around Us



The children will learn to recognise technology around school and learn how to use it responsibly. They will develop their ability to use a computer mouse and keyboard skills.

Digital Painting

The children will learn how to choose appropriate tools in a program to create art and will make comparisons with working non-digitally.

RE - Looking at Me, Looking at You

This term we will be looking at what makes a name special. We will look at Christenings and the symbols and artefacts are used and why. We look at other religions and how they mark the birth of a new child. We will also look at the celebrations of Diwali and Christmas.

Spanish

In the Autumn term the children will review the core language structures such as greetings, numbers and feelings. The children will begin to initiate conversations in Spanish with their classmates and asking how old people are.

If children would like to practise their Spanish at home, links to the songs we have been singing in class are below:

<https://www.youtube.com/watch?v=NMZzGZu15vk> (Hola amigo)

