



## Autumn 1 Years 1 and 2

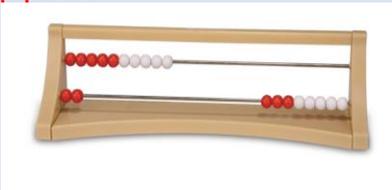
### MATHS

This term, learning will focus on place value. In Year 1 children will count, read and write to 100. Children in Year 2 will understand the value of each digit (tens and ones) and use this information to count, order, read and write two-digit numbers. Children will be taught key aspects of these topics using White Rose with the use of concrete, pictorial and abstract methods and will develop their fluency, reasoning and problem-solving skills within these topics.

### ON THE BOIL

Each day children will rehearse counting forwards and backwards, developing their fluency and confidence. They will then be guided through a short mathematical task.

**Year 1 – children will be introduced and become familiar with the REKENREK equipment.**



**Year 2 – children will consolidate each of the Year 1 objectives**

# 'LEARNING FOR LIFE, CARING FOR ALL'

Our curriculum is driven by our school values: CHALLENGE, CURIOSITY, PERSEVERANCE, TEAMWORK, EQUALITY, HEALTH, KINDNESS, CREATIVITY.

### ENGLISH WRITING

Children will be writing for a range of purposes to develop confidence and understanding of the writing process. The first writing outcome of the term will be to write messages and speech bubbles to Little Cloud. We will then delve into the book 'The Vanishing Lake' where they will make creative predictions and recount imaginary events. Children will then explore poetry of The Frost, The Wind and The Sun and write weather reports using the imagery found.

### WHOLE CLASS READING

During Whole Class Reading sessions in Key Stage 1, children use the 'Reading Dogs' to help them develop their reading skills – retrieval, inference, vocabulary, prediction and sequencing. This term, we will explore 'Little Cloud' by Anne Booth and Sarah Massini and 'The Vanishing Lake' by Paddy Donnelly

### READING FOR PLEASURE

Children will have opportunities across the school day and within provision to read a range of high quality texts, including texts linked to our topic 'How does the weather affect what we do?' Our class will have daily story time, supporting the use of topic related vocabulary and expanding our book choices through our reading spine books.

### PHONICS/SPELLING

In Phonics we follow the Little Wandle Letters and Sounds Systematic Synthetic Phonics Programme. This term, Year 1 are beginning to learn alternative digraphs and pronunciations which build on those learnt in Reception. Year 2 will continue to learn the phonetic code of Phase 5 alternative digraphs to support their reading fluency and application for spellings. Each week children will be given a familiar book to read at home, in line with the sounds they are able to decode. Children should be reading daily at home, with a comment added to the reading diary at least three times each week. An overview of the phonetics being taught and the spellings to practise is sent home weekly. Spelling Shed is updated weekly online and log-in details will be sent home early in the term.

**As Scientists**, we will answer the enquiry question: **Why can't we see rainbows everyday?** **Outcome:** Children will use their understanding of weather and their investigative enquiries respond to this question and inform Little Cloud. **Audience:** Little Cloud. **Purpose:** to use observation and investigations to know that there are reasons for the changing weather. **Effect:** to inform others about the observations and knowledge of changes in weather.

**As Geographers**, we are answering the enquiry question about how the weather affects what we do? **Audience:** adults with a job that is outdoors. **Purpose:** to know that the weather affects the clothing we wear and the activities that we do. **Effect:** to help people make appropriate decisions.

**As designers**, we will answer the enquiry question: **How can I make a windmill for Little Mouse?** **Outcome:** children will design and make a moving windmill. **Audience:** Little Mouse. **Purpose:** to know that we have design criteria to follow and to use skills taught to join materials effectively. **Effect:** to develop joining skills when creating a cylindrical windmill that moves when blown.

**In Computing**, we will answer the enquiry question: **How can I keep safe when using a Chromebook?** **Outcome:** children be able to log in and use the Chromebooks with confidence and understanding that they are safe. **Audience:** ourselves **Purpose:** to know login details, including usernames and passwords **Effect:** to log in safely to using our own details.

In **RE** this term, children will be learning about the Christian creation story and answering the enquiry question: **How does God want Christians to look after the World?**

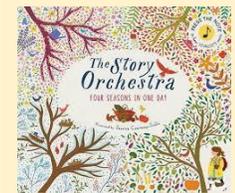
In **PE** this term, children will be developing their ball skills of throwing, catching and aiming. During PE lessons, children will practise fundamental skills such as balance, agility and coordination.

As **musicians**, we will be learning, rehearsing and composing a performance of 'Hands, Feet, Heart'. We enjoy our weekly singing assemblies too, including preparing for Harvest Festival.

In **PHSE** children will be developing their understanding of school expectations. They will understand the importance of their own actions and how they can challenge themselves by following our expectations. Children will develop their understanding and application of belonging, within school, home and the local and wider community. Children will also be learning about the importance of **challenge and perseverance** in school and beyond.



### OUR TEACHER BOOK RECOMMENDATIONS The Story Orchestra – Four Seasons in One Day Grandad's Secret Giant by David Litchfield



### HOME LEARNING SUPPORT:

- ❑ Reading at home for at least 10 minutes a day using the Little Wandle Letters and Sounds book.  
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- ❑ School paid subscriptions: SPELLING SHED (weekly, teacher-set spelling lists linked to phonics taught in class) - 10 minutes daily  
<https://www.spellingshed.com/en-gb/>
- ❑ <https://www.play.numbots.com/#/intro>
- ❑ <https://whiterosemaths.com/resources/1-minute-maths#download>
- ❑ <https://www.topmarks.co.uk/maths-games/hit-the-button>

### Wider Curriculum Links:

- Geography and Science**
- ❑ <https://www.natgeokids.com/uk/teacher-category/weather/>
- ❑ <https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm>
- ❑ [www.oddizi.com](http://www.oddizi.com) play Umbuzo using your school log in

### OUR CURRICULUM VOCABULARY

Children will be introduced to a range of new vocabulary daily and will be encouraged to use this throughout the week and in the context of different areas of the curriculum. **Place value, ones, tens, digit, two-digit, Rekenrek, predict, purpose, sentence, punctuation, log in, log out, password, username, design criteria, rotate, sail, windmill, join, expectation, friendship, turn-taking, observe, rain gauge, season, temperature, weather forecast, seasons, autumn, winter, summer, spring,**