



## 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.

### Fluency Bee

Children will be using White Rose's new programme Fluency Bee to improve and build their understanding and recalling of number bonds and place value.

### OUR CURRICULUM VOCABULARY

Children will be learning these words and using them in different areas of the curriculum. We will explore some of them in our whole class reading sessions when looking at 'Vocabulary Victor', as well as in our English and Wider Curriculum learning.

Log-in, log-out, password, username, line drawing, detail, bold, size, sketching, expectation, friendship, turn-taking, materials, squashing, bending, twisting and stretching .

# 'LEARNING FOR LIFE, CARING FOR ALL'

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

### ENGLISH WRITING

Key Stage 1 will be **writing to entertain** this term. Children will write a collaborative story using their imagination. They will focus on the audience, purpose and impact of their stories, which they will make a recording of. Children will go on to write an adventure story based on the superhero 'Traction Man'.

### WHOLE CLASS READING

In whole class reading sessions, children build their comprehension skills focusing on retrieval, inference, vocabulary, prediction and sequencing. This term we will explore 'Traction Man' by Mini Grey and 'Stanley's Stick' by Neal Layton and John Hegley.

### READING FOR PLEASURE

Children will have opportunities across the school day to read a range of high-quality texts, including texts linked to our 'What if toys could talk?' topic. Our class will enjoy a range of 'toy' themed picture books read by adults and children at the end of each day, supporting the use of topic related vocabulary as well as encouraging reading for pleasure. We will send a list of these texts separately if your child would like a copy to read out of school.

### PHONICS/SPELLING

In Phonics we follow the Little Wandle Letters and Sounds Systematic Synthetic Phonics Programme. Year 1 are revisiting Phase 3 sounds and are learning to apply the sounds they know, as well as learning alternative pronunciations. Year 2 are revisiting Phase 5 sounds helping them with their reading fluency and to apply this within their spellings. Towards the end of this first autumn term Year 2 will complete a **phonics screening**. More details will follow. Each week a phonic reading book will be assigned for children to read at home in line with the sounds they able to decode. Children should be reading daily at home, with a comment added to the reading diary at least three times each week.. The children's weekly spellings are linked to their phonics work this term and will come home in their spelling book each week.

**As Scientists**, we will answer the enquiry question: **What is the best material for a raincoat?** **Outcome:** Children will use their understanding of properties of materials to investigate this question and inform the toy shop. **Audience:** a local toy shop. **Purpose:** to use observations to know that the properties that different materials have affect their uses. **Effect:** to inform others about properties of materials.

**As Artists**, we will answer the enquiry question: **How can I show someone my favourite teddy when it is at home on my bed?**

**Outcome:** children will complete observational drawings of a teddy and select their favourite work for an art exhibition.

**Audience:** To display our work in the school art gallery.

**Purpose:** to use our drawing skills to draw from observation and imagination.

**Effect:** to develop drawing skills.

In **Computing**, we will answer the enquiry question: **How can I keep safe when using a chrome-book?**

**Outcome:** children be able to log-in and use the chrome-books with confidence and understanding that they are safe. **Audience:** ourselves

**Purpose:** to know log in details, including usernames and passwords

**Effect:** to log in safely to using our own details.

In **RE this term**, children will be learning about and answering the enquiry question: **How are Rosh Hashanah and Yom Kippur important to Jewish children?**

In **PE** this term, children will be developing their stamina and coordination in cross country and balance and strength in gymnastics.

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 these expectations. They will develop their understanding of what it means to be a good friend, including turn taking and being kind. Children will also be learning about the importance of **challenge and perseverance** in school and beyond.

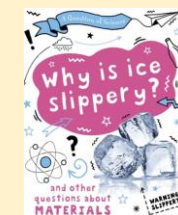


### OUR TEACHER BOOK RECOMMENDATIONS

Curriculum link – Imagination

That's nice Love – Owen Grant

Ways into Science - Why is ice slippery?



### HOME LEARNING SUPPORT:

- Reading at home for at least 10 minutes a day. This can be the phonics book, alongside texts your child is interested in too. Please record these in their reading journal and ensure that the book comes to and from school each day.
- School paid subscriptions: SPELLING SHED
- Spellings in spelling book to practice together each week.
- NUMBOTS (mental addition and subtraction work)

<https://play.numbots.com/#/intro>

<https://www.spellingshed.com/en-gb/>

### Wider Curriculum Links:

#### Science

<https://classroom.thenational.academy/units/materials-de3f> (KS1, science, materials)

<https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9pgcdm> (Which materials do we use?)