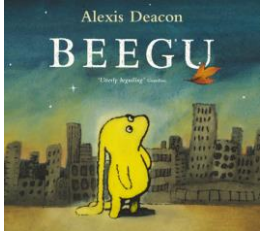


Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 1

Inspiration/Theme: What is beyond earth? - 'Beegu' by Alexis Deacon		Key outcomes: <ul style="list-style-type: none"> Letter writing to Beegu Instructions 	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<ul style="list-style-type: none"> Beegu by Alexis Deacon Whatever Next by Jill Murphy The Jolly Postman The Everywhere Bear The Stickman at Christmas Room on the broom <i>The Dark</i> – Carol Ann Duffy <i>Winter days</i> - Gareth Owen 	<p><u>Hook/Super Starter</u></p> <ul style="list-style-type: none"> Walk to the woods to look at seasonal changes. <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> Visit a shop Space dome – RM and CM We the curious – TM <p><u>Celebration/Fabulous Finish</u></p> <ul style="list-style-type: none"> Star gazing – River Mead and Castle Mead Christmas performances 	Letters flying on the wall on rockets Class instruction manual in the book corner Photos and quotes to celebrate children being kind to others and talking about feelings. Space Models	<p><u>Language of deduction</u></p> <ul style="list-style-type: none"> I think that ... I think that ... because... It is...because... <p><u>Language of Description</u></p> <ul style="list-style-type: none"> It is...and... <p><u>Language of Comparison</u></p> <ul style="list-style-type: none"> They are the same because... They are different because... They are alike because... I feel...when... I feel...because.... Tell me.... What do you notice in this picture? What kind of story do you think this is?
Topic Table	Role Play	Maths Challenge table	Home Learning
<p><u>Key questions</u></p> <ul style="list-style-type: none"> How are you feeling today? How do you know if someone is being polite? How do you know if someone is being kind? <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> Copy of Beegu. Feelings cards to link with Beegu throughout the story. Pictures of children showing different facial expressions. Feelings barometer and faces. Worry box Certificates for children to fill out and share with each other for good sharing, being kind, taking turn, helping others, being polite. <p><u>Key vocabulary</u> Calm, excited, relaxed, surprised, happy, pleased, proud, cheerful, thoughtful, anxious, worried, nervous, scared, sad, angry.</p>	<ul style="list-style-type: none"> Space detective centre linked to recent discoveries- What will you discover? Language structures for description and deduction. Magnifying glasses. Writing frames for writing questions and recording ideas. Examples of completed writing frames (modelled by adult). Phone, laptop, talking tins 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> Can you add by counting on? Can you make an addition story? What methods can you use to subtract? What is this picture problem showing you? What happens to the total amount when you are subtracting? What happens to the total amount when you are adding? Can you order these people in the que? Can you spot a pattern in these numbers? <p><u>Key images/artefacts</u> Russian dolls in order for ordinal language, order Beegu in a line.</p> <p><u>Key vocabulary</u> Addition, add, adding subtraction, takeaway, less, total, groups, amount, left, right, first, second, third</p>	<p><u>Weekly home learning:</u> Change your child's reading books every Friday/Tuesday/ and read with your child daily.</p> <p>Spellings/key words will be given out each week. Please practise them daily.</p> <p>Practise finding numbers that make 10 and 20.</p> <p>Home learning will be set on a Friday and is due the following Wednesday.</p> <p>We are going to be creating space themed role play areas and we would like you to source recyclable items to make a rocket to go in your classroom.</p>

English	Maths	Science	PE
<p>Curriculum outcome: Children will write a letter, including questions and sentences using full stops and capital letters. Children will write a set of instructions to explain to Beegu how to buy food from a shop.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Use capital letters and full stops • Use the capital letter for I • Write questions with a question mark • Extend sentences with 'and' and 'because' • Form letters correctly • Predict what happens next 	<p>Curriculum outcome: Children will understand place value and the relationship between concrete, pictorial and abstract representations of numbers up to 20. Children will understand and use positional and direction language.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Add two numbers together • Understand that there is more than one way to subtract. • Count, read and write numbers to 20. 	<p>Curriculum outcome: Children will explore, name and research a variety of materials fit for a purpose.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • With support, ask simple questions and recognise that they can be answered in different ways • Distinguish between an object and the material it is made from • Identify everyday materials • Describe the simple physical properties of everyday materials • Compare and group together materials • Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials. 	<p>Curriculum outcome: Children will play a class hockey game safely. Children will explain the simple rules of tag rugby to an adult. Children will be able to play a ball-throwing game, including throwing and catching accurately.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Hold a hockey stick correctly and safely. • Accurately throw and catch a ball from at least 2m. • Understand the rules of tag rugby. • Running – change direction and run in a straight line.
Art	RE	Music	Geography/History
<p>Curriculum outcome: Children will create a space print using polystyrene tiles.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Explore printing with a range of hard and soft materials • Understand term pattern • Explore and create patterns and textures with an extended range of materials 	<p>Curriculum outcome: Children will recognise that people have different ideas about God. They will identify some Christian beliefs about God and Jesus and talk about some questions they find interesting about God. Children will make links between stories and beliefs for themselves</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Talk about own experiences and feelings in relation to religion and belief. • Listen and respond to others beliefs. 	<p>Curriculum outcome: Children will perform to an audience.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Identify long and short sounds • Develop knowledge of how to play percussion instruments and know their proper names • Compose music that uses long and short sounds 	<p>Curriculum outcome: Children will create their own map of the local environment using a key. Children will talk about remembrance day.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Use locational and directional language to describe the location of features and routes on a map. • Use field work and observational skills to study the geography of the school and grounds. • Use directional language – near and far, left and right. • Use vocabulary to describe geographical features (city, farm, house etc.). • Use maps, atlases and globes (in continuous provision) • Understand why we have Remembrance Day.

Computing	PSHE	DT	MFL
<p>Curriculum outcome: Children will learn to write, read and perform unplugged programs. Children will write, test and evaluate programs to direct a Bee Bot around a floor map.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Understand what an algorithm is. • Create and debug simple programs. • Test and evaluate programs on a digital device. 	<p>Curriculum outcome: Children will create a labelled diagram of things to keep our body healthy.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Understand that we need to exercise to keep ourselves healthy. • Understand that we shouldn't touch dangerous substances (medicine). 	<p>Curriculum outcome: Children will design, plan and create a product fitting the criteria for Beegu (umbrella).</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Design purposeful products • Follow a design brief; communicate ideas verbally and through drawings. • Use a range of materials to construct structures, exploring and reflecting on their strength and stability 	<p>Curriculum outcome: Children will count to ten in French.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Complete the register in French. • Count to ten in French through number games.