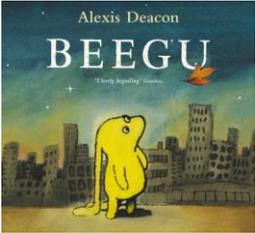


Curriculum Information

Term: Autumn Term 2

Class/Year Group: 1 Wagtails and Squirrels

Inspiration/Theme: Beegu by Alexis Deacon	Curriculum Driver: PSHE	Outcome of learning: <ul style="list-style-type: none"> • Letter writing to Beegu • Instructions 	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
Beegu by Alexis Deacon Whatever Next by Jill Murphy The Jolly Postman by Janet and Alan Ahlberg 	<u>Hook/Super Starter</u> Walk to the woods to look at seasonal changes. <u>Trips/Visitors/Marvellous Middle</u> Visit a local shop(Budgens) linked to our English and instructional writing. <u>Celebration/Fabulous Finish</u> Christmas performance – We Three kings on the 7 th December at 9:15 am	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.	<u>Language of deduction</u> I think that ... I think that ... because... It is...because... <u>Language of Description</u> It is...and... <u>Language of Comparison</u> 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
<u>Key questions</u> How are you feeling today? How do you know if someone is being polite? How do you know if someone is being kind? <u>Key images/artefacts</u> 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. <u>Key vocabulary</u> Calm, excited, relaxed, surprised, happy, pleased, proud, cheerful, thoughtful, anxious, worried, nervous, scared, sad, angry.	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 done by adults. Phone, laptop, talking tins Week 1 – backpack with objects in- toothbrush, notebook, a piece of unusual fruit, piece of ginger, cassette, laminated circle, pumice stone, socks. Week 2 - bottles of coloured and sparkly liquids and washing up bowl with jelly with glitter, stars and raisins. “I wonder if...” Week 3 – shredded tissue paper and soap “I wonder if...” lentils/pulses/stars and small cups and plastic tweezers Week 4 + School for Beegu to teach him about how to survive on earth. Examples of instructions for children to look at written by the teachers. Writing frames to create instructions, black	<u>Key questions</u> 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? <u>Key images/artefacts</u> Russian dolls in order for ordinal language, order Beegu in a line. <u>Key vocabulary</u> Addition, add, adding subtraction, takeaway, less, total, groups, amount, left, right, first, second, third,	<u>Weekly home learning:</u> Change your child’s reading books every Friday/Tuesday/ and read with your child daily. Spellings/key words will be given out each week. Please practise them daily. Practice finding numbers that make 10 and 20. Home work will be set on a Friday and is due the following Wednesday. Spend the evening star gazing and looking for constellations. Explore the http://www.wechoosethemoon.org/ website to look at pictures and audio of the first man on the moon. You could visit @ Bristol to spend time at the planetarium.

	boards, white boards, picture cards to create instructions with		
English	Maths	Science	PE
<p><u>Outcome of learning:</u> 1. Children will write a letter including questions and sentences using full stops and capital letters. 2. Children will write a set of instructions for Beegu to explain how to buy food from a shop.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use capital letters and full stops • Use a capital letter for personal pronoun I • Write questions using a question mark • Extend sentences with 'and' and 'because' • Form letters correctly • Predict what happens next in a story 	<p><u>Outcome of learning:</u> Children will understand the relationship between concrete, pictorial and abstract with number up to 20.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To add two numbers together • To understand that there is more than one way to subtract. • To understand and use positional and direction language. <p>To count numbers to 20.</p>	<p><u>Outcome of learning:</u> Children will explore, name and research a variety of materials fit for a purpose.</p> <p><u>Key Skills:</u> With support can ask simple questions and recognise that they can be answered in different ways</p> <ul style="list-style-type: none"> • 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 • Children should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent. 	<p><u>Outcome of learning:</u> 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><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To hold a hockey bat correctly and safely. • Accurately throw and catch a ball from at least 2m. • To understand the rules of tag rugby. <p>Running – to change direction and run in a straight line.</p>
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u> Children will create a space print using lino</p> <p><u>Key Skills:</u></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><u>Outcome of learning:</u> Children will retell the Christmas story Children will talk about how families celebrate Christmas</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Talk about own experiences and feelings in relation to religion and belief. 	<p><u>Outcome of learning:</u> Children will perform to an audience, using key musical skills to improve their singing and music performance.</p> <p><u>Key Skills:</u></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><u>Outcome of learning:</u> Children will be able to name and identify physical and human features in their local environment and wider environment. Children will research Buzz Aldrin and pose questions about their life.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify areas studied for location knowledge • Explain what changes over time. • Pose and answer their own historical questions • Spot old and new things in a picture • Answer questions using an artefact/ photograph provided • Find out about a famous person from the past and carry out research about them

Computing	PSHE	DT	MFL
<p><u>Outcome of learning:</u> Children will programme the Beebots to complete a course they have created.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Recognise that many every day devices respond to signals and instructions • Understand the link between inputs and outputs • With support make programmable toys carry out instructions • Give commands to make things happen (such as playing with robots) and recognise when things go wrong 	<p><u>Outcome of learning:</u> Children will be able to talk about when and why they feel happy and sad. Children will be able to recognise when and why others are happy or sad.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Children can talk about what makes them happy and proud • Children can explore different emotions and relate to emotions with key texts <p><u>Sentence structure</u> I feel happy when... I feel sad when.....</p>	<p><u>Outcome of learning:</u> Children will design, plan and create a rocket to help Beegu get home. Children will use their knowledge from their science work on materials to help them make decisions on how to build it.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Design purposeful products • Follow a design brief; communicate ideas verbally and through drawings. • Using a range of materials to construct structures, exploring and reflecting on their strength and stability 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> • Children will count to ten in French. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Children will complete the register in French. • Children will count to ten in French through number games.