



Year Group

Termly Curriculum Overview

Autumn Term 2 2022 - 2023

<p>Religious Education</p>	<p>Daily Collective Worship on the following weekly themes... Week 8 - Saints Week 9 - Remembrance Week 10- Courage Week 11 – Peace Week 12 - Advent Week 13 - Hope Week 14 – Gift/giving Week 15 – Christmas/Love</p> <p><u>RE Topics this half term:</u> Sikism – Guru Nanak The story of Guru Nanak. Guru Nanak teaches about sharing. Guru Nanak chooses a Guru to Follow Him.</p> <p>Waiting Advent a time to look forward to Christmas Advent is a time when we appreciate the love in our lives and prepare to celebrate love becoming a reality in the person of Jesus. Christians at Christmas celebrate the gift of Jesus, given by God as a sign and expression of God’s love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the gift of Jesus.</p>
<p>Maths</p>	<p><u>Number & Place Value:</u> To count forwards from 0 – 100 To count backwards from 100 – 0 To know number bonds that total 10 To read and write numbers to 20</p> <p><u>Addition & Subtraction:</u> To find one more than To find one less than Represent and use numberbonds and related subtraction facts within 10</p>
<p>English Reading</p>	<p>Focus Texts: Focus text: Rapunzel Narrative: Traditional Tale Purpose: To narrate Instructions: How to catch a Witch Purpose: To instruct</p> <p>Word skills:</p> <ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <p>Comprehension skills: To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

	<ul style="list-style-type: none"> • Become very familiar with key stories, familiar stories, fairy stories and traditional tales, retelling them and becoming increasingly aware of their characteristics • To recognise and join in with predictable phrases • To discuss word meanings, linking new meanings to those already known <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events • To make inferences on the basis of what is being said and done <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Guided Reading - Daily Home Readers – Weekly Daily Phonics lessons (RWI)</p>
<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following:</p> <p><i>Spelling</i></p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words. • Days of the week • Use the spelling rule for adding s and es to words - plural of nouns and the third person singular of verbs. • Use the prefix 'un' • Use 'ing', 'ed', 'er' and 'est' where no change is needed for the spelling of the root words e.g. helping, helped, helper • Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p><i>Punctuation</i></p> <ul style="list-style-type: none"> • To punctuate sentences using capital letters, full stops, question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week and personal pronoun 'I' <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Combining words to make sentences • Joining words and clauses using 'and' • Sequence sentences to form short narratives
<p style="text-align: center;">English Writing</p>	<p>Focus skills this half term:</p> <ul style="list-style-type: none"> • Form the digits 0-9 correctly • Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils
<p style="text-align: center;">Science</p>	<p>Seasonal Changes – Autumn/Winter</p> <ul style="list-style-type: none"> • Learn about the different seasons and how to describe them • Find out about the seasons and how they are different • Learn about how animals are affected by the seasons • Learn about how humans are affected by the seasons • Find out about day length and how it is affected by seasons <p>Learning to investigate the weather during seasons</p>

<p style="text-align: center;">History</p>	<p>Changes in Living Memory – Toys Old and New</p> <p>During this unit children will:</p> <ul style="list-style-type: none"> • Describe toys we use today • Compare toys we use today compared to toys from the past • Compare similar toys from different times • Ask questions about Victorian toys • Use language to describe the passing of time • Explain how toys have changed over time
<p style="text-align: center;">Physical Education</p>	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • Use basic underarm, rolling and hitting skills; • Sometimes use overarm skills e.g. throwing a bean bag; • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; • Sometimes catch a beanbag and a medium-sized ball; • Track balls and other equipment sent to them, moving in line with the ball to collect it; • Throw, hit and kick a ball in a variety of ways, depending on The needs of the game; <p>Dance</p> <ul style="list-style-type: none"> • Perform basic body actions; • Use different parts of the body singly and in combination; • Show some sense of dynamic, expressive and rhythmic qualities in their own dance; • Choose appropriate movements for different dance ideas; • Remember and repeat short dance phrases and simple dances • Move with control • Vary the way they use space • Describe basic body actions and simple expressive and dynamic qualities of movement
<p style="text-align: center;">Computing</p>	<p>Pictograms</p> <ul style="list-style-type: none"> • Pupils will discuss and share ideas ‘How can we show how we come to school?’ • Collect data as a class • Contribute to a class pictogram • Create a pictogram <p>Lego Builders</p> <ul style="list-style-type: none"> • Explore Lego and tell a partner how they made their 5 block creation • Follow instructions carefully • Follow and create simple instructions on a computer • Follow instructions in the correct order
<p style="text-align: center;">Design & Technology</p>	<p>Mechanisms – Christmas Cards with moving parts (sliders and levers)</p> <p>DT objective below needed editing according to what DT on shared drive says for this unit)</p> <p>DESIGNING</p> <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment • State what products they are designing and making • Describe what their products are for • Use simple design criteria to help develop their ideas, generating, developing, modelling and communicating ideas · generate ideas by drawing on their own experiences · • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups · <p>MAKING</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices

	<ul style="list-style-type: none"> • Select from a range of materials and components according to their characteristics practical skills and techniques • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design <p>EVALUATING</p> <ul style="list-style-type: none"> • Evaluate own ideas and products • Talk about their design ideas and what they are making • Suggest how their products could be improved
Music	<p>Introducing Beat</p> <p>This Unit of Work celebrates a wide range of musical styles. It includes; Listening, Singing, Playing Composing and Performing. Children will learn to sing ‘Heads Shoulders Knees and Toes.’</p>
PHSE	<p>Keeping Safe and Managing Risk</p> <ul style="list-style-type: none"> • Feeling safe
Relationships, Sex Education	<p>Social & Emotional</p> <ul style="list-style-type: none"> • To recognise being a special person in my family.
Curriculum Enrichment	<p>Sudley House – Toy Museum</p>