

Termly overview – Autumn 1



Big Question:

What was the significance of The Great Fire of London?

Meaningful Experiences:

Fire safety talk from the fire service and an opportunity to see a fire engine up close.
Seeing and using the fire engines we make in DT.
Applying my knowledge of The Great Fire of London in English when we read Vlad and The Great Fire of London.

Links to our vision- 'Caring for others and courageously striving for excellence':

In History we will be talking about what a few courageous people in London did to help stop the Great Fire.
In PSHE we will be learning about class rules, understanding our feelings and learning to understand the feelings of others.

Links to learning behaviours

Aspiration- Always challenging ourselves in every subject to the best we can be.
Curious- To be encouraged to ask questions and learn the value of this in our learning.
Community-Minded- To explore new friendships and working buddies in Parrots class.
Determined- Learning to stay on task, never giving up when things get tough!
Independent- To develop and practise our self-help skills in our learning.

Links to fundamental British values and celebrating diversity:

Develop mutual respect for our new classroom environment, our new peers and new teachers. Knowing and following the school rules at all times.

Autumn 1			
English		Maths	
<p>To develop our skills in English, we will be focussing our learning around the following texts: -Hansel and Gretel -Vlad and the Great Fire of London</p> <p>Our sessions will support the children to understand the texts by drawing on some of the comprehension skills needed in reading, grammar sessions to support the learning of sentence structure and there will be opportunities throughout for children to develop their spoken language and vocabulary. These sessions are the building blocks to allow our children to access the final written outcomes which will be</p> <ul style="list-style-type: none"> -A character description -A retelling of the story (year 1) -A twisted tale (year 2) -A 1st person account of the fire. <p>This term year 1 children will continue to use Little Wandle Letters and Sounds revised to recap grapheme/phoneme correspondences, blending and segmenting for the sounds found in phase 3 and 4. The children will recap the tricky words from phase 2-4.</p> <p>This term the children will learn the phase 5 grapheme/phoneme correspondences</p> <ul style="list-style-type: none"> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each <p>As we learn each sound, it will be added to your child's sound book to practise at home.</p>		<p>This term we will develop our maths skills in Place Value, Addition and Subtraction. Children will consolidate their understanding of numbers to 10 as well as develop a secure number sense in numbers to 20 and beyond.</p> <p>In place value we will:</p> <ul style="list-style-type: none"> -Compare quantities and measures. -Explore the composition of number 0-10. -Revisit 'part' and 'whole' within 10. -Count, read and write numbers to 20 and beyond. -Develop a deep understanding of 10 and its representation, including unitising. -Count in multiples of 10. -Partition 2digit numbers into tens and ones. <p>In addition and subtraction we will:</p> <ul style="list-style-type: none"> -Explore and additive structures and make links to partitioning that we came across in Place Value. -We will also explore the parts that make a whole and showing this as an additive structure- this will also include looking at inverse. -Subtraction as reducing a quantity. -Explore efficient addition and subtraction strategies within 10, then beyond. -Subtraction as difference. -Add and subtract 2 digit numbers and single digit number. -Add and subtract 2 digit numbers with multiplies of 10. -Add and subtract two 2 digit numbers. 	
Science	History	DT	Computing
<p>As scientists this term, we are beginning to learn about materials. We will:</p> <ul style="list-style-type: none"> -identify a variety of common materials. -distinguish between an object and the material it is made from. -describe materials according to their properties. -identify a variety of materials & sort them according to a variety of criteria. 	<p>As Historians this term, we are learning about The Great Fire of London. We will follow a sequence of lessons to help us answer our big question <i>What was the significance of The Great Fire of London?</i></p> <p>We will:</p> <ul style="list-style-type: none"> -know how the Great Fire started. -extract information from sources. -raise questions relevant to the enquiry. 	<p>As designers and engineers we will build a Fire Engine. We will:</p> <ul style="list-style-type: none"> - Explore modern fire engines - Investigate wheels, axles and chassis - Explore which materials work best as wheels, axles and chassis. - Investigate ways of creating the body of a fire engine using effective materials. - Be able to design a simple fire engine. 	<p>In computing this term we will:</p> <ul style="list-style-type: none"> - Be able to log in safely and understand why that is important. - Be able to do create a picture, add their name to it and save it. - Know how to find saved work and messages from the teacher.

<ul style="list-style-type: none"> -identify natural and man-made materials. -recognise that some materials can change shape by squashing etc and others can't. 	<p>Use sources of information to help us answer "What happened during the Great Fire and how can we know for sure 350 years later?"</p> <ul style="list-style-type: none"> -know and retell some of the reasons why the Great Fire burned down so many buildings? -explore if more could have been done to stop/slow down the Great Fire. -understand some of the reasons why the death count for the Great Fire was so low. -use our knowledge of how and why the Great Fire Spread so quickly to design a new and better London. 	<ul style="list-style-type: none"> - Be able to make a fire engine based on our own designs. - Evaluate our finished fire engines. 	<ul style="list-style-type: none"> - Be able to search Purple Mash for resources. - To start to add pictures and text to work. To become familiar with the icons used in resources section. - explore Tools and Games area on Purple Mash. - Understand the importance of logging out. - Sort items using a range of criteria.
RE	Music	French	PSHE
<p>This term in RE we are learning to answer the question <i>Is everyone special?</i> We will:</p> <ul style="list-style-type: none"> -understand & be able to simply retell the parable of 'The Lost Sheep' -understand and be able to retell the story of 'The Lost Coin'. -learn that Baptism is a Christian ceremony & be able to recount what happens at a Christening. -begin to understand some of the symbolism involved in a Baptism ceremony. -know that being baptised is part of belonging to the Christian faith. -know that people of other faiths have different celebrations to welcome babies to their faith. -know & understand the 'Golden Rule'. 	<p>How can we make friends when we sing together?</p> <p>Songs:</p> <ul style="list-style-type: none"> - 'Find the Beat' Hip-Hop - '1-2-3-4-5' Jazz - 'Head, Shoulders, Knees, and Toes' Hip Hop - 'Shapes' Pop - 'We Talk to Animals' Pop - 'We are Together' Gospel 	<p>In French this term we will start to use and listen to key French vocabulary:</p> <ul style="list-style-type: none"> - Colours: understanding and using colour vocabulary <div style="text-align: center;">PE</div> <p>Personal: Coordination – Footwork Social: Static Balance – One Leg</p>	<p>In PSHE this year we will be learning about ourselves and our relationships as we:</p> <ul style="list-style-type: none"> - Understand why we have classroom rules - Learn to listen to others - Use words to describe how we feel - Understand that our and others' feelings can be hurt. - Learn to ask for help when we need it. - Begin to think about how we can deal with different kinds of hurt. - Begin to understand what makes a good friend.

