

CLASS 1—Parent information

DATE: Autumn 2021

TIME ALLOCATION: 1 Term

TEACHERS: Miss Coombes (Mrs Chidgey), Mrs Newstead and Mrs Dyer

English

As writers, we will be exploring narrative, descriptive language and characterisation using modern and traditional tales. We will be learning story structure through story mapping and using creative language to retell stories.

We will also explore non-chronological reports, immersing ourselves in reports, analysing how they are written and key grammatical elements, planning our own and writing and editing to produce our own work.

We will continue to develop handwriting and weekly spelling challenges will begin in September.

As readers, we will be joining in with the repetitive phrases in our favourite traditional tales. We will continue to challenge ourselves as readers at home & at school. In Guided Reading we will be focusing on asking and answering questions about a text using our reading strategies.

Maths

As mathematicians we will be focusing on place value, and mastering all 4 operations. We will learn through work with concrete resources, creating pictorials to support our understanding and finally using what we have learnt for written methods. We will also be having daily arithmetic challenges to work on our instant recall of number bonds and times tables. We will also spend time learning about 2D and 3D shapes, naming and exploring their properties.

See Separate Maths yearly overview on Class 1's webpage.

Computing

This term we will be focusing on word processing skills. Gaining confidence to type, delete, change the look of font and save work. We will eventually work on creating our own inserts for Christmas Cards.

We will complete our first unit of E-Safety this term—Following the ActiveByte programme and building our own E-Safety charter.

THE ARTS

Drawing, painting and photography. Drama, dance, poetry and music.

Enjoy exploring different media to record experiences and episodes within the learning journey.

EMOTIONAL AWARENESS

Show confidence, eagerness, teamwork, truthfulness and friendship. Enjoy comparing their lives with the life of others.

POSSIBILITIES

Aspiration, enterprise, and independence. Be the best you can be and to do the best you can do.

EDUCATIONAL TRIPS/VISITORS

Visit to the Christmas Tree Farm, a visit to the Brewhouse to listen to live music, our yearly visitor 'Pete the Poet'



Science

Through our Harvest Celebrations we will be exploring where our food comes from, categorising and sorting different foods and explaining how we have sorted them and seeing how food can be sorted in a variety of ways. On our Welly Walks we will observe the changing land in our local area and how crops are being harvested.

We will take part in lots of scientific enquiries focusing on Materials and exploring material properties and uses. We will link this to our D&T kite making project and explore the best materials to use in order to build a successful product.

Religious Education

We will continue to explore our Christian values and engage in our daily collective worship. Throughout this topic we will be observing and learning about seasonal, religious and cultural celebrations, memorials and customs (Harvest Festival, Advent, Christmas, Diwali, Bonfire Night, Carnival, Armistice Day)

We follow our Awareness, Mysteries and Values learning scheme— Focusing on Christianity and Hinduism.

(www.amvsomerset.org.uk)

OUR CHRISTIAN VALUE

Hope



Design and Technology

This term we will be completing a variety of D&T projects—kite making, carnival float designs and making edible treats for Christmas presents.

We will be following our design, make and evaluate process.

Physical Education

Mrs Lambert will continue to teach PE on a Tuesday afternoon—This term the children will focus on football skills. Through this topic the children will also explore dance.

Art and Design

We will look at art pieces created as memorials particularly for Armistice Day. The children will then design and choose which medium they would like to use to create their own memorial. Creating memorials ready for Armistice Day.

History and Geography

As historians we will begin to look at some of the seasonal and cultural celebrations, memorials and customs focusing on when they first started for example Bonfire Night and Armistice Day.

We will also research the local tradition of Wellington Carnival and talk about when it first began and the children's own experiences of carnival. We will explore maps of Somerset pinpointing towns where carnivals take place and mapping out the route it takes through Wellington—pin pointing places the children know and recognise.

Music

This term we will firstly explore the idea of live music. Visiting the Brewhouse for a story linked to Harvest celebrations. We will then be working on our own performance, taking inspiration from the music we have heard.

We will also look at other musical pieces linked to celebrations including—The Nutcracker - Waltz of the Flowers and Russian Dance by Tchaikovsky, Manuel de Falla's Ritual Fire Dance, John Adams' Short Ride in a Fast Machine and Borodin's Polovtsian Dances.

We be looking closely at the following musical elements: tempo, texture and pulse.

CLASS 1— Curriculum Objectives

TIME ALLOCATION: 1 Term

DATE: Autumn 2021

TEACHERS: Miss Coombes, Mrs Newstead and Mrs Dyer

Science

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.
- Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter .

Offer explanations for why things might happen.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Religious Education

AMV objectives:

Christianity

- Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.
- Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds –ordinary people – and the Magi.

Hinduism

- Recall stories from The Ramayana, of the exile and return of Rama including:
 - Rama is named the successor to his father the king, but because of the jealousy and plotting of his step-mother, Rama is sent away from the palace for 14 years
 - Rama's choice to honour his father's promise and enter into a 14 year exile, despite the people not wanting him to leave.
 - Sita is kidnapped by the evil king Ravanna, but Rama and Lakshmana, with the monkey king Hanuman defeat Ravanna

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Physical Education

- Perform dances using simple movement patterns
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.



All objectives (not Religious Education) have been taken from the KS1 (Year 1 and 2) National Curriculum and the EYFS Early Learning Goals.

EYFS Early Learning Goals

OUR CHRISTIAN VALUE

Hope



Design Technology

Follow the processes outlined in the National Curriculum: **Design, Make, Evaluate**
Technical knowledge
Build structures, exploring how they can be made stronger, stiffer and more stable

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Use a range of small tools, including scissors, paintbrushes and cutlery.

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Computing

-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

-Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

History

As historians we will be learning about...

- Events beyond living memory that are significant nationally or globally
- Significant historical events, people and places in their own locality.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Geography

Children will be taught to

- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Music

We will begin to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Children will be taught to

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music..

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Sing a range of well-known nursery rhymes and songs.