Dear Parents,

 We hope you have enjoyed the summer with your children and that you are all now ready for the new school year.

Please find information enclosed, about the work that we will be covering this term. Our topic for the Autumn term is **INVENTIONS.**  This will be an interesting topic full of creative learning opportunities in all the curriculum areas and will include a trip to the Discovery Museum this month (details to follow).

We would very much appreciate parental help with the following throughout the term:

\***Reading** with/to your child for 15 minutes every day/and or encouraging them to read independently if they are a fluent reader. It may take a few days to sort out reading books for all the children while we settle in. We appreciate your input if a book is not suitably matched to your child's reading level at this early stage. Please make a note in the reading scrap book and we can change the book quickly.

\*Daily **spelling** practice of the weekly spellings. (Year 1 will be given spellings to practise after the half term break, to give them a chance to settle into the new expectations of Class 1, Year 2 spellings will start in week 2) These will continue to be given out every **Monday** and the children will be given a spelling 'quiz' on the Friday.

Please help your child to use the following method at home:

LOOK at the word

SAY the word

COVER the word

WRITE the word keeping the spelling covered

CHECK against the spelling

This term we are focusing again mainly on the words children use frequently in their writing. Although these words can seem easy when they practise them at home, it is common for children to forget how to spell them when their creativity is flowing as they write. It is beneficial therefore to keep returning to these words.

\*for information on practising maths at home please refer to the new half term's sheet. In addition to this, a note is provided on the back of the spellings to say what maths practise will be particularly beneficial for the coming week.

Timetable reminders:

A PE kit will be required on a Wednesday and Friday for Year 1 and just on a Wednesday for Year 2. This should include a white t shirt, dark blue/black shorts or tracksuit bottoms and PE shoes. This should be left in school as we may have impromptu PE lessons at any time.

Please ensure your child has outdoor PE shoes as we will be outside for some of the lessons. SWIMMING for Year 2 is on Friday afternoon.

Playtimes:

Please make sure that your child wears suitable clothing and footwear for outdoor play …we go out in all weathers…rain, hail, snow or shine!

Please do not hesitate to contact us if you have any questions.

Yours sincerely,

Ruth Houghton, Sarah Curtis, Amanda Cave and

 Class 1 Curriculum Information Autumn Term 2017

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| **Maths**see separate sheet |  C:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8MAHEBFI\light-bulb[1].jpgInventions | **Art****\*** Observational drawing of object displays, learning how to use shading to create light and shadow and a sense of 3D\* Explore making impressions in clay with interesting items such as screws, rings, wheels, springs, cogs\* Make a moving art piece using card cogs and wheels |
| **English**Year 1; Stories in familiar settingsThree popular books are used to capture children's imagination and get them story writing during this unit. Starting with The Tiger Who Came to Tea by Judith Kerr. Children will make up their own stories about all sorts of strange and wonderful things.Year 2; Traditional tales; Explore the brilliant fables, The Frog and the Scorpion and The Ant and the Grasshopper. Write a dialogue between grasshopper's indignant sister and the cruel ant. Look at compound sentences and storytelling skills. Write a fable.All; Poems with fantasy and humour; humour meets fantasy and the world is turned on its head! Children contribute to a class fantasy poem based on the classroom. Then they read and write fantasy poems which provide the opportunity to use adjectives and descriptive phrases.  |
| **RE**\*The BibleOpportunity to look at and handle different Bibles, hear stories from both New and Old Testaments, Look at the Bible as a library, know how important the Bible is to Christians\*Special books from other faithsKnow that the Torah, Quran and the Sikh scripture Guru Granth Sahib are special books for people of other faiths. Identify similarities and differences to the Christian Bible\*Christmas - Good news and new bringers |
| **Science/Design Technology**Chemistry strandUses of everyday materials; make slime, explore strange materials including corn flour and water.Investigate properties of materials in relation to their purpose.Group project; Design and create an invention and present to panel in style of 'Dragon's Den' | **Computing**Theme; Traditional Tales Using a Literacy focus pupils have opportunities to explore control activities and to use create tools to retell stories in a variety of formats.Create and de bug simple programsLearn how to use technology safely and respectfully.  | **PSHE**New Beginnings; The theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for ‘calming down’ and ‘problem solving’. |
| **History/Geography**Trip to 'Discovery Museum'Think about the rituals and routines of contemporary lives. Contrast these with those of parents and grandparents. Develop a chronology of domestic life, clothes, transport, communication methods, toys and books, food and music.  | **PE****Dance**\*based on theme of 'Toys'**Gymnastics** -\* balance on beams, jumping and landing, forward rolls, travelling in different ways from point A to B**Games** \*jumping, skipping and bouncing\*developing bat and ball games**Tennis/Yoga and Year 2 swimming** | **Music**The Long and Short of it; children learn to distinguish between long and short sounds and use them to create interesting sequences. They will play percussion instruments with control and sensitivity, paying attention to dynamics and pitch. They record their sequences using symbols.Feel the Pulse; children develop the ability to recognise the difference between beat and rhythm and to perform with a sense of beat. |

Year 1

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| Autumn Term 1 |
| Wk | Strands | Weekly Summary |
| 1 | Number and place valueMental addition and subtraction | Count to and across 100, forwards and backwardsOrder numbers. Identify a number 1 more (next number in count) |
| 2 | Mental addition and subtraction Problem solving, reasoning and algebra  | Find pairs that make a given amount.Find missing numbers in number sentencesRead, write and understand calculations with + and - and = signs |
| 3 | Mental multiplication and division   | Double numbers Count in multiples of 2, 5 and 10Share and group small amounts |
| 4 | Geometry: properties of shapes Statistics  | Recognise, name and describe squares, rectangles, circles and triangles Recognise basic line symmetrySort 2D shapes according to their propertiesUse Venn diagrams and Carroll diagrams |
| 5 | Number and place value Mental addition and subtraction  | Read and write numbers and number-names to 100Compare and order numbers to 100Say if a number is equal to, more or less, most or least |

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| Autumn Term 2 |
| Wk | Strands | Weekly Summary |
| 6 | Number and place value  | Understand and then make teen numbers (10 and some 1s)Compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2Understand and use ordinal numbers (1st, 2nd, 3rd etc) |
| 7 | Mental addition and subtraction Problem solving, reasoning and algebra  | Use addition facts for 5, 6 and 10 to solve subtractions eg 3 + 4 = 7 therefore 7 - 4 = 3 Use number facts to solve word problems |
| 8 | Geometry: position and direction  Measurement  | Describe position and direction using common words (including half turns)Compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units  |
| 9 | Mental addition and subtraction  | Add and subtract by counting on and backBegin to add three small numbers by spotting bonds to 10 or doublesRead, write and understand calculations with + and - and = signs |
| 10 | Number and place value  Measurement  | Recognise coins and know values (up to £2) Begin to make amounts in pence Use coins to understand teen numbers are 10 and some 1s |

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| Autumn Term 1 |
| Wk | Strands | Weekly Summary |
| 1 | Number and place value Problem solving, reasoning and algebra  | Estimate and count a number of objects up to 100Locate numbers on 0−100 number lines and number squaresCompare and order numbers and find a number in between |
| 2 | Mental addition and subtraction Problem solving, reasoning and algebra  | Revise number pairs that make a given number eg all pairs that make 6 are 0+6, 1+5, 2+4, 3+3Learn bonds to 20,Know multiple of 10 number bonds to 100 eg 30+70=100 |
| 3 | Mental multiplication and division  Mental addition and subtraction Problem solving, reasoning and algebra  | Double numbers to double 15Use patterns in number bondsUse number bonds to solve more difficult additions eg 3+4=7 therefore 13+4=17 and 23+4=27 |
| 4 | Geometry: properties of shapes Statistics  | Sort 2D shapes according to symmetry properties using Venn diagramsIdentify right angles and sort shapes using Venn diagramsRecognise squares, rectangles, circles, triangles, ovals and hexagonsInvestigate which tessellate, sort shapes and objects using a two-way Carroll diagram |
| 5 | Number and place value Problem solving, reasoning and algebra  Mental addition and subtraction  | Begin to mark numbers on a landmarked line (eg a line with only multiples of 10 marked)Compare and order numbers using < and > signsWork systematically to find all possible inequalitiesFind 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number |

 Year 2Year 2 |

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| Autumn Term 2 |
| Wk | Strands | Weekly Summary |
| 6 | Number and place value Problem solving, reasoning and algebra Mental addition and subtraction  | Know and use ordinal numbers (1st, 2nd, 3rd)Understand place value using 10p and 1p coins |
| 7 | Mental addition and subtraction Problem solving, reasoning and algebra  | Add and subtract 10, 20 and 30 to any 2-digit number Add and subtract 11, 21, 12 and 22 to any 2-digit number Solve addition and subtractions by counting on and back in 10s then in 1sSolve addition and subtraction problems using objects and pictures |
| 8 | Geometry: position and direction Measurement  | Understand and use terms and vocabulary associated with position, direction and movement Measure lengths using standard units (mm, cm, m, km)  |
| 9 | Mental addition and subtraction Problem solving, reasoning and algebra  Mental multiplication and division  | Add and subtract 2-digit numbersSolve addition and subtraction problems using objects and picturesAdd near doubles to double 15 Add several small numbers spotting near doubles or pairs to 10, etc. |
| 10 | Mental multiplication and division  Measurement Problem solving, reasoning and algebra  | Recognise and use symbols for £ and pNumber sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money |