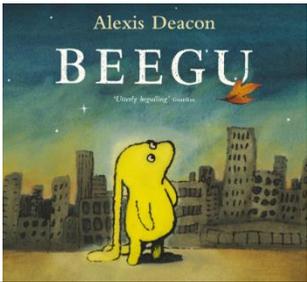


## Curriculum Information

Term: Autumn Term 2

Class/Year Group: 1

Inspiration/Theme: Beegu		Curriculum Driver: PSHE		Outcome of learning: Letter writing to Beegu and Instructions to tell him how to buy food in a shop			
<b>Core texts/artefact/film</b>		<b>Provocation -Inspire, Immerse</b>		<b>Display outcomes</b>		<b>Topic specific speaking frames</b>	
<p>Beegu by Alexis Deacon                      Whatever Next by Jill Murphey                      The Jolly Postman  <u>Reading skills:</u></p> <ul style="list-style-type: none"> <li>Predict what happens next</li> <li>To talk about how a character might be feeling</li> <li>Link what they read or hear to own experiences</li> </ul> 		<p><u>Hook/Super Starter</u>                      Walk to the woods to look at seasonal changes.  <u>Trips/Visitors/Marvellous Middle</u>                      Visit a shop to buy some fruit to help write instructions for Beegu.  <u>Celebration/Fabulous Finish</u>                      Star gazing evening                      Christmas performance</p>		<p>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.</p>		<p><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....</p>	
<b>Topic Table</b>		<b>Role Play</b>		<b>Maths Challenge table</b>		<b>Home Learning</b>	
<p><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.</p>		<p>Space detective centre linked to recent discoveries- What will you discover?                       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 boards, white boards, picture cards to create instructions with.</p>		<p><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.</p>		<p><b>Weekly home learning:</b> 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.                       Practise finding numbers that make 10 and 20.                      e.g. 5+5      18+2                      6+4          19+1                      7+3                       Home work will be set on a Friday and is due the following Wednesday.</p>	

English	Maths	Science	PE
<p><u>Outcome of learning:</u>            1. A letter including questions and sentences using full stops and capital letters.            2. A set of instructions to explain to Beegu how to buy food from a shop.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Use capital letters and full stops</li> <li>• Use the capital letter for I</li> <li>• Write questions with a question mark</li> <li>• Extend sentences with 'and' and 'because'</li> <li>• Form letters correctly</li> </ul>	<p><u>Outcome of learning:</u>            To 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"> <li>• To add two numbers together</li> <li>• To understand that there is more than one way to subtract</li> <li>• To understand and use positional and direction language</li> <li>• To count numbers to 20</li> </ul>	<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"> <li>• Distinguish between an object and the material it is made from</li> <li>• Identify everyday materials</li> <li>• Describe the simple physical properties of everyday materials</li> <li>• Compare and group together materials</li> <li>• 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</li> </ul>	<p><u>Outcome of learning:</u>            To play a class hockey game safely.            To explain the simple rules of tag rugby to an adult.            To 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"> <li>• To hold a hockey bat correctly and safely.</li> <li>• Accurately throw and catch a ball from at least 2m.</li> <li>• To understand the rules of tag rugby.</li> </ul> <p>Running – to change direction and run in a straight line.</p>
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u>            A space print using lino</p> <p><u>Key Skills:</u>            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>	<p><u>Outcome of learning:</u>            Retell the Christmas story            Talk about how families celebrate Christmas</p> <p><u>Key Skills:</u>            Talk about own experiences and feelings in relation to religion and belief.</p>	<p><u>Outcome of learning:</u>            To learn and perform songs in the Christmas show.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Using voices to sing songs during performance and games.</li> <li>• Confidently perform actions that go with the songs.</li> </ul> <p>Play simple patterns on percussion instruments.</p>	<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.            Research Buzz Aldrin and pose questions about their life.</p> <p><u>Key Skills:</u>            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</p>

Computing	PSHE	DT	MFL
<p><u>Outcome of learning:</u> Programme the Beebots to complete a course made by the children</p> <p><u>Key Skills:</u> 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>	<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> Children can talk about what makes them happy and proud Children can explore different emotions and relate to emotions with key texts</p> <p><u>Sentence structure</u> I feel happy when... I feel sad when.....</p>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will design, plan and create a product fitting the criteria for Beegu.</li> </ul> <p><u>Key Skills:</u> 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>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will count to ten in French.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Children will complete the register in French.</li> <li>Children will count to ten in French through number games.</li> </ul>