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| **Shepherdswell Academy**  Autumn 2 Term Curriculum Overview for Year 1 (Owls and Woodpeckers). This term our theme is **Playtime.** | | | | |
| **English**  This term in English we will be linking all our texts to the topic of ‘Playtime’. We will explore Traditional tales with predictable phrasing, such as The Gingerbread Man, challenging the children to join in with the existing text and then asking them to think of alternative repetitive phrases.  The children will be introduced to Playground rhymes and songs.  The children will make links to the non-fiction texts they explored last term and transfer their skills to use information texts about toys and games and the human body- this links nicely to our history topic and previous science learning. | **Maths**  This term in Maths the children are using manipulatives such as bead strings, tens frames, Numicon and Dienes to support their learning to:  - Count to 20.  - Count objects to 20 using bead strings and counters.  - Compare quantities and numbers to 20.  - Order numbers to 20.  - Count to and across 20 forwards and backwards from any given number.  - Count in multiples of 2 and 5 to 20.  - Represent and use number bonds to 20.  - Add and subtract 1 digit and 2 digit numbers.  - Recognise and name 3-D shapes. | **Science - Everyday Materials**  Within Science we will be learning to:  - Identify the material objects are made from.  - Describe some simple physical properties of materials.  - Group together materials by their physical properties.  - Explore everyday materials which are opaque or transparent.  - Explore everyday materials which are absorbent or non-absorbent. | **Music**  Our focus is Remembrance, Diwali and Christmas. We are learning to play simple tunes on the handbells and percussion instruments. Our focus will be on keeping in time with the pulse and rhythms and building up to a final performance piece. |
| **PSHE**  Within PSHE this term the learning is all about **Celebrating difference.**  The children can tell you some ways that they are different and similar to other people in their class, and why this makes us all special.  They can explain what bullying is and how being bullied might make somebody feel. |
| **History**  This term in History we will be encouraging the children to explore the idea of how something that is familiar to them has changed over time. We will be focussing on toys and how they have developed and changed over the years. This will allow the children to develop an awareness of the past. We will be looking at identifying similarities and differences in old and new toys. We will be considering what toys our grandparents played with, what toys were made from in the past, how toys today are different from the past and even inventing our own new toys. | **P.E**  Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. | **R.E**  This term the children will be exploring the Christian Faith. We will be looking at stories from Christianity and learning about the importance of the Bible to Christians. We will be learning through a variety of different stories and activities that will encourage the children to think about their own lives and experiences. | **D.T**  This term the children will be exploring moving pictures and designing and making their own traditional tales story board with moving parts. We will explore what mechanisms are. This will include sliders, levers and pivots. We will then practice making our own. We will design and plan our own moving story board in our sketch books and plan which characters will move and how they will move. We will learn how to reflect on our designs and improve them if necessary. We will learn how to evaluate our own work and that of our friends. |
| **Computing**  In this unit, pupils produce short videos of themselves making a healthy meal or snack. This unit will enable the children to learn to:  -Break down a process into simple, clear steps, as in an algorithm  - Use different features of a video camera  - Use a video camera to capture moving images  - Develop collaboration skills  - Discuss their work and think about how it could be improved. |

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| **Key vocabulary this term** | | |
| Subjects | Word | Meaning |
| English | Fiction | Something told or written that is not fact. A made-up story. Stories that are not true. |
| Non-fiction | Writing that is about facts or real events. |
| Fairy-tale | A fairy tale is a story, often intended for children, that features imaginary or magical characters such as elves, goblins, wizards, and fairies. Fairy tales are often traditional; many were passed down from story-teller to story-teller. |
| Repetitive text | A predictable text contains repetitive phrases that appear in the story over and over again. Many of our traditional tales or fairy-tales are predictable texts with repetitive phrases e.g. “Run, run as fast as you can, you can’t catch me I’m the Gingerbread man!” |
| RE | Christian | People who follow the teachings of Jesus Christ. |
| Bible | The religious book of Christians. |
| DT | Mechanism | Components working together to make an action take place. |
| Slider | A mechanism that moves by sliding side to side or up and down. |
| Lever | A bar which turns around a point/pivot. |
| Evaluate | Giving your opinion about what has worked well/what could be improved. |
| Science | Transparent | When a material is see through. |
| Opaque | When you cannot see through something. |
| Flexible | Capable of bending easily without breaking. The opposite of rigid. |
| Rigid | Not able to bend easily. The opposite of flexible. |
| Absorbent | A substance or material that soaks up liquid easily. |
| Waterproof | A material that keeps out water. |
| Maths | Number bonds | A number bond is just a pair of numbers that add up to another number. |
| PSHE | Celebrate | A significant or happy day or event with a social gathering or enjoyable activity. |
| Similarity | A similar feature or aspect. |
| Difference | What makes two or more persons or things not the same. |
| Respect | You interact with someone in a way that shows that you care about their well-being and how they feel. When you **respect** someone, you treat them kindly and use good manners. Sometimes it means doing things for them or listening to their instructions. |
| Computing | Algorithm | Is a detailed, step-by-step process followed in order to accomplish a specific task or to solve a specific problem. |
| History | Past | Relating to a time that has gone by. |
|  | Present | Existing at this time. |
| Compare | To describe similarities or differences. |

**How you can support at home this term:**

**Homework:** Supporting and encouraging children to complete their homework as this will consolidate their learning.

**Reading:** Listening to your child read at home at least 3 times to support their fluency and comprehension.

**Phonics:** Practise sounds at home. Here is a really useful website- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

**Maths: NumBots** website or app. NumBots is an online game and playing little and often will significantly improve your child’s recall and understanding of number bonds and addition and subtraction facts. These are critical foundations in maths so we are excited by the impact **NumBots** will have. Children’s log ins will be going out into their reading logs. Aim for playing Story Mode for 5 minutes a few times a week. To get the best out of **NumBots**, little and often is key.