

Bamburgh Class Overview- Autumn 1 2023

| Subject | What we will learn this half term |
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| English (RWI Phonics) | <p>Phonics – Read Write Inc.</p> <p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills.</p> <p>Children will:</p> <ul style="list-style-type: none"> • read new sounds and review previously taught sounds • sound out the names of characters and unfamiliar words • understand the meaning of new words • read the story • predict the outcome, after listening to a story introduction • discuss and compare key moments in the story • spell common words with common graphemes and suffixes • build and rehearse their own sentences based on ideas from the story • edit their writing to correct grammar and punctuation • use new vocabulary in their writing • write a composition based on the Storybook they have read |
| Maths | <p>Previous Reception experiences and counting within 100</p> <p>Count in a hundred different ways.</p> <p>Comparison of quantities and part-whole relationships:</p> <ul style="list-style-type: none"> • Explain that items can be compared using length and height • Explain that items can be compared using weight/mass and volume/capacity • Count a set of objects • Compare sets of objects • Use equality and inequality symbols to compare sets of objects • Use equality and inequality symbols to compare expressions. |
| Science | <p>Everyday materials - Exploring everyday materials</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials. • Distinguish between an object and the material it is made from. • Describe the properties of everyday materials. • Identify objects that are natural and those that are manmade. • Predict and identify if an object will float or sink. • Explore which materials are best for different objects. <p>As part of this topic, we will make links with the 'Great Fire of London', discussing the materials used to build houses and their properties.</p> |
| Humanities (History and Geography) | <p>The Great Fire of London</p> <p>Overarching enquiry questions: What was the Great Fire of London, and what consequences did it have?</p> <ul style="list-style-type: none"> • What was London like at the time of the Great Fire? • How did the Great Fire start and how did it spread? • Who was Samuel Pepys and how did his diary help historians understand what happened during the Great Fire? • How did London change after the Great Fire? • What important buildings were rebuilt after the Great Fire? |

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| Design and Technology | <p>Structures: Constructing a windmill</p> <p>Children will:</p> <ul style="list-style-type: none"> include individual preferences and requirements in their design know what a windmill is describe the purpose of structures understand the importance of clear design criteria understand what a net is |
| PSHE/RSE | <p>Families and friendships</p> <p>Roles of different people; families; feeling cared for. Children will learn:</p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission. Children will:</p> <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission |
| RE | <p>Who is Muslim and how do they live? (Part 1)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and its importance for Muslims. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living. |
| Computing | <p>Online Safety</p> <p>Children will:</p> <ul style="list-style-type: none"> 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. |
| Music | <p>Charanga Music School – English Model Music Curriculum v2</p> <p>Unit 1: My Musical Heartbeat</p> <p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum.</p> <p>Musical Spotlight: My Musical Heartbeat</p> <p>Social Question: How Can We Make Friends When We Sing Together?</p> <p>Children will:</p> <ul style="list-style-type: none"> how to move in time with a steady beat/pulse to copy back simple long and short rhythms with clapping to copy back singing simple high and low patterns |

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| | <ul style="list-style-type: none"> to know and demonstrate the difference between pulse, rhythm and pitch |
| PE | Multi-skills Year 1 will have PE every Tuesday, alongside a session with the Newcastle United foundation every Thursday. Children should come to school in their PE kit every Tuesday and Thursday. |

Useful Links

Maths:

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8/year/zjpqqp3>

<https://www.topmarks.co.uk/Search.aspx?q=year%201%20maths>

<https://play.numbots.com/#/intro>

English:

<https://www.topmarks.co.uk/Search.aspx?Subject=9&AgeGroup=2>

<https://home.oxfordowl.co.uk/>

<https://play.edshed.com/en-gb>