

Bamburgh Class Overview – Autumn 1 2020

Year 1/2 Topic: BEN'S MAGIC TELESCOPE

Subject Area and National Curriculum Links	Learning Opportunities
<p>English</p> <p>Writing: Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Writing down key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. Learning how to use familiar and new punctuation correctly (full stops, capital letters and exclamation marks). <p>Reading word reading:</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension: <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart making inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say. Discuss the sequence of events in books and how items of information are related. Being introduced to non-fiction books that are structured in different ways. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Answer and ask questions. Participate in discussions about books, taking turns and listening to what others say. <p>Spelling:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, and -ly. 	<p>In KS1, English involves the development of speaking and listening, reading fluency, comprehension and writing skills.</p> <p>Writing Key texts this half term are: 'Ben's Magic Telescope' by Brian Patten; Snail Trail by Ruth Brown; Superworm by Julia Donaldson; 'What the Ladybird Heard' by Julia Donaldson and Omnibombulator by Dick King-Smith. Using the texts children will:</p> <ul style="list-style-type: none"> Identify their favourite words and phrases. Write a character description. Create 'With my magic telescope, I have found...' books. Write adventure stories based on 'The Caterpillars Shoes'. Create information texts about mini-beasts. Write an acoustic 'Friendship' poem. Describe different habitats in our local environment, physical and human features and mini-beasts (Science and Geography). <p>Phonics In KS1 we continue to develop children's phonics knowledge through the RWI scheme. The children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develops skills which are transferrable to their Literacy. In Year 1 there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling. Children have daily phonics lessons. Each session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them. We do this through a range of games and activities to engage the children and ensure they enjoy their learning, making it a memorable experience. Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics RWI sounds and tricky red words are displayed in the classroom. The children are encouraged to use these to support their writing in all lessons across the curriculum.</p> <p>Reading Children will have many opportunities to develop their reading and comprehension skills both in the classroom and during our weekly guided reading sessions. They will also be able to apply their skills across other areas of the curriculum during their topic work. Over the course of the year, children will experience a range of narrative, non-fiction and poetry texts. This half term, we intend to explore story books with a mini-beast theme; we will also look at non-fiction texts about Mini-beasts.</p> <p>Spellings Children will have weekly spellings linked with the sounds they are covering, tricky words they need to know off-by-heart and interesting vocabulary connected to the text they are studying each week. In addition, they will also have sessions to develop their grammar and handwriting skills.</p> <p>Mastering English Opportunities for children to develop deep learning:</p> <ul style="list-style-type: none"> Applying new topic vocabulary when writing across the curriculum. Using appropriate features when writing in different styles across topic areas. Using their speech and language skills to question, discuss and explain their thinking. Applying learnt grammar and punctuation conventions when writing across the curriculum. Daily story time. Circle time to explore 'Friendships and Relationships' taking turns, speaking and listening. Beach School Days – speaking and listening working in groups.
<p>Mathematics</p> <p>Year 1</p> <ul style="list-style-type: none"> Count to ten forwards and backwards, beginning with 0-1 or from any given number Count, read and write numbers to ten in numerals and words Given a number, identify one more or one less Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most and least Represent and use number bonds with ten and related subtraction facts. Read, write and interpret mathematical statements involving 	<p>In KS1, our aim is to ensure that pupils develop confidence and mental fluency with number, counting and place value. Our learning begins in a very practical way before moving to more formal methods. The children's ability to 'reason' will be developed throughout all of their mathematical work as they are encouraged to explain how they have reached solutions to problems. This half term, we will be focusing on place value; year 1 numbers to 20 and year 2 numbers to 100, addition and subtraction; year 1 numbers within 20, year 2 numbers within 100.</p> <p>Year 1 Small steps this half term will include:</p> <ul style="list-style-type: none"> Sorting and counting objects to 10. Represent objects and numbers up to 10. Count forwards and backwards to 10. Count one more and one less for numbers within 10. One to one correspondence.

<p>addition (+), subtraction (-) and equal to (=) signs</p> <ul style="list-style-type: none"> • Add and subtract one digit numbers to ten, including 0 • Solve one step problems that involve addition and subtraction, involving concrete objects and pictorial representations and missing number problems <p>Year 2</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to 100; use and = signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> • Compare up to 10 objects. • Introduce <, > and = for numbers within 10. • Compare and order 10 objects. • Compare and order numbers to 10. • Ordinal numbers • Fact families addition facts • Find number bonds within 10 • Systematic methods within 10 • Numbers bonds to 10. • Compare number bonds. • Fact families - the 8 facts. • Find and make number bonds. <p>Year 2 Small steps this half term will include:</p> <ul style="list-style-type: none"> • Counting forward and backwards within 20. • Tens and ones within 20. • Counting forward and backwards within 50. • Tens and ones within 50. • Compare numbers within 50. • Counts objects to 100. • Read and write numbers to 100 in numerals and words. • Represent numbers to 100. • Ten and ones using a part whole model. • Ten and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order numbers and objects. • Count in 2's. • Count in 5's. • Count in 10's. • Fact families addition and subtraction to 20. • Check calculations. • Number bonds to 100 (tens). • Number bonds to 100 (tens and ones). <p>Mastering Maths - Opportunities for children to develop deeper learning: Design Technology - Measure materials for design. Geography: Orienteering - Use positional and directional language. Science: Record data about mini-beasts. Create tally charts and pictograms.</p>
<p>Science</p> <p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Identifying, observing closely, gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. 	<p>Living Things and their Habitats</p> <p>Using our local environment we will:</p> <ul style="list-style-type: none"> • Explore and compare the differences between living, dead and things that have never been alive. • Identify and name wildlife and plants in our local environment including micro-habitats. • Create simple food chains. • Use scientific terminology (omnivore, herbivore, carnivore, producer, consumer, predator and prey) to describe animals in the environment. • Find and locate micro-habitats. • Describe a habitat's features. • Identify how a habitat meets an animal's needs. • Describe how animals are suited to their habitats. <p>Science Investigation Possibilities and deeper learning:</p> <ul style="list-style-type: none"> • Mini-beast Habitat Investigation. • Mini-beast Hunt. • Create a suitable mini-beast environment. • Beach Days focusing on Mini-beasts, Plants and Seeds & Autumn Migrations.
<p>History</p> <ul style="list-style-type: none"> • To find out about significant historical events, people and places in their own locality. 	<p>Grace Darling</p> <ul style="list-style-type: none"> • Find out about the main events in Grace Darling's life and be able to sequence them correctly. • Give at least one reason for her actions. • Use pictures to find out about Grace Darling. • Recount the story of Grace Darling. • Grace Darling beach school day.
<p>Geography</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • 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 or its surrounding environment. 	<p>Our local environment</p> <ul style="list-style-type: none"> • Identify attractive and unattractive features of our environment in the school grounds and at beach school. • Identifying physical and human features in our environment. • Simple orienteering in the school grounds - linked to P.E. • Carry out research on mini-beasts and their habitats in our local environment & find out further facts using non-fiction texts. • Estuaries beach school day. • Create a simple map. <p>History links:</p>

<ul style="list-style-type: none"> - Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right, to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Use maps to locate the Farne Islands and coastline where Grace Darling spotted a ship in distress. Identify physical and manmade features of coastline near the Farne islands and use geographical vocabulary.
<p>Art and DT National</p> <p>DT</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). Evaluate their ideas and products against design criteria. <p>ART</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, making links to their own work. 	<p>DT</p> <ul style="list-style-type: none"> Make telescopes to use when investigating the school grounds. Bake ladybird biscuits. <p>Art</p> <ul style="list-style-type: none"> Explore the work of Andy Goldsworthy as an artist. Explore shape, form and space through Goldsworthy's work. Create a piece of work in the style of Goldsworthy. Draw mini-beasts for 'I found books..'
<p>RE</p> <p>Northumberland Agreed Syllabus</p>	<p>Theme: Christianity: Unit 1 God</p> <ul style="list-style-type: none"> Recognise that God is important to Christians and recall elements of stories which talk about God such as The Creation. Respond to questions and ideas that they find amazing, interesting or puzzling about the world around them. Amazing me! Recognise qualities and characteristics in each other that make them unique and special.
<p>PE</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balancing, agility and coordination, and begin to apply these in a range of activities. 	<p>Social Bubble PE</p> <ul style="list-style-type: none"> To move at a steady pace for a length of time. To know how to change direction when travelling. To know how to bounce a ball while moving. To travel with a ball in different ways. To jump for distance. To jump for height. <p>Beach School Days - walking to the beach & active outdoor learning.</p>
<p>Music</p> <ul style="list-style-type: none"> 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. 	<p>BBC Ten Pieces.</p> <ul style="list-style-type: none"> Listen to a range of music and choose one to focus on. Find out information about the composer. Explore the music through art, drama and music.
<p>PSHE & RSE</p> <p>Caring for Our Environment and Ourselves Pupils should be taught to:</p> <ul style="list-style-type: none"> Make real, informed choices that improve their physical and emotional health. Recognise that choices can have good and not so good consequences. Recognise similarities and difference in families. Understand that other families within school or the wider world may look different to their family. 	<p>Friendships, Relationships & Class rules</p> <ul style="list-style-type: none"> Understand the rights and responsibilities as a member of our class. Understand and follow the school and class rules. Know that all views are valued. Family Portrait! Learn about the importance of special people in their lives and how all families are different. Identify people who are special to them and explain what makes them special and why they are important to them. Describe how their special people care for them and recognise how they can show they care for their special people too. Create a 'Friendship Acoustic Poem'. Look at how friendships are made. Circle time: Explore how to solve problems that might arise in friendships and family differences.
<p>Computing</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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. 	<p>Staying SMART online (E-Safety)</p> <ul style="list-style-type: none"> Explain what each letter of SMART stands for. To be able to spot when something online might not be safe. Explain what to do if something online is not safe or is upsetting. Make links between the offline and online world. <p>Productivity</p> <ul style="list-style-type: none"> Use 'Photo Story' to create a presentation about what the class have found out about the local environment. Create a simple slide show of our local environment including photos of attractive and unattractive features. Collect and record data about mini-beasts found in our local environment using pictograms and tally charts.
<p>Opportunities for Outdoor Learning across the curriculum.</p>	<p>Outdoor Circle time - Nature Nurture Sessions.</p> <p>Outdoor Reading and Writing:</p> <ul style="list-style-type: none"> Sound Collectors Bounce and Blend Spelling Sticks Walking Bingo Quick Write Chalk Edition

	<p>Maths outdoors</p> <ul style="list-style-type: none"> • Counting Circles • Nature Number Hunt • Chalk Number Lines <p>Geography:</p> <ul style="list-style-type: none"> • Create a simple map <p>Beach days:</p> <ul style="list-style-type: none"> • Mini-beasts • Plants and Seeds • Autumn Migrations • Grace Darling • Estuaries • Pirates
--	---

Links:

School 360 Google classroom

<https://whiterosemaths.com/homelearning/>

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

<https://www.bbc.co.uk/bitesize>