

The Great Fire of

Garwood Class

Autum Term

Maths

Reception

Getting to Know You

- Daily routines.
- Positional language.

Just Like Me

- Comparing, contrasting and matching objects.
- Comparing size, mass and capacity.
- To make and identify simple patterns.

It's Mel! 1, 2, 3...

- To represent 1, 2, and 3.
- To compare 1, 2, and 3.
- To compose 1, 2, and 3.
- To understand the composition of 4.
- To understand the composition of 5.

Maths

Year 1

Number & Place Value

- To sort, count and represent objects.
- To count on from any number.
- To count back within 10.
- To find 1 more and 1 less than.
- To compare groups by matching.
- To find fewer, more or the same as.
- To compare objects using less than, greater than and equal to.
- To compare numbers.
- To order objects.
- To use a number line.

Addition & Subtraction

- To add more to an amount.
- To solve addition problems.
- To subtract by finding a part.
- To identify fact families.
- To subtract by taking away or crossing out.
- To subtract using a number line.
- To add or subtract 1 or 2.

Measurement

- To recognise and name 3D shapes.
- To sort 3D shapes.
- To recognise and name 2D shapes.
- To sort 2D shapes.
- To make patterns using 2D and 3D shapes.

English

Reception

Communication and Language:

- To understand how to listen carefully and why listening is important.
- To learn and use new vocabulary.
- To ask questions to find out more.
- To articulate ideas and thoughts in well formed sentences.
 - To listen to rhymes, poems and songs.

Physical Development:

- To develop small motor skills in order to use tools competently.

Phonics

- To read individual letters by sating the sounds for them: s, a, t, p, I, n ,m d, g,o , c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.
- To blend sounds into words.
- To read phase 2 common exception words: I, no, to, go, the, into.
- To spell words using phonic knowledge.

English

Year 1

Writing

- To sequence a story.
- To write sentences to match key events, with increasing accuracy.
- To write simple sentences linked to a topic.
- To make an Information Book.
- To read and follow a simple set of instructions.
- To identify verbs.
- To sequence a traditional fairy tale.
- To write a traditional fairy tale they know well.
- To explore plays.
- To plan and write a letter to Father Christmas.

Reading

- To say, blend and segment Phase 3 sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long and short), ar, or, ur, ow, oi, ear, air, ure, er.
- To say, blend and seqment Phase 4 words: cvcc, ccvc, ccvcc, cccvc, cccvcc.
- To read a fiction or non-fiction book and be able to answer simple clarifying and inference questions.

Spelling

- To spell common exception words, such as the, my and said.
- To spell words with the following patterns: ff, ss, ll, zz, ck, ing, ed, er, nk, tch, ve, ai, or, ay, oy, oa, ow, oe, ee, ea and ie.

Grammar

- To use full stops and capital letter throughtout a piece of writing.
- To leave spaces between words.

Handwriting and presentation

- To cut along a line accurately and stick in work straight.
- Form capital letters and lowercase letter correctly.
- To use a ruler to draw a straight line.

As **Scientists**, we are learning about:

Animals and habitats.

- How can I organise these items according to life and death?
- How are the survival needs of humans and animals similar?
- How can we look after our pets at home?
- Where can we find habitats in the local environment?
- Which habitat do worms prefer - where can we find the most worms?

As **Musicians**, we are learning about:

Pitch and rhythm.

- To explore musical notes and play them on an instrument.
- Name a variety of instruments.
- Explore pulse, rhythm, pitch and melody.
- Appreciate music linked to key events.

As **Designers**, we are learning about:

Designing, making and evaluating a product.

- The history of bread.
- Evaluating existing products.
- Design criteria and shaping.
- Designing.
- Making and evaluating bread.

In **R.E** we are learning about:

What do my senses tell me about the world of religion and belief?

- Explore and Compare items using my senses.
- Identify religious artefacts and discuss what they represent.
- Explain how and why artefacts are used in worship.
- Design and create a sensory experience.

In **PSHCE**, we are learning about:

Relationships - Teams

- I can talk about the teams I belong to.
 - I can be a good listener.
 - I can explain how to be kind and why it is important.
 - I can talk about unkind behaviour like teasing and bullying.
 - I can explain how to be a positive learner.
 - I can identify good and not-so-good choices.
- ### Diverse Britain
- I can describe ways that I can help my school community.
 - I can describe ways that I can be a good neighbour.
 - I can identify things that help and harm my neighbourhood.
 - I can describe what it is like to live in the British Isles.
 - 5. British People
 - I can explore how people living in the British Isles can be different and how they are the same.
 - 6. What Makes Me Proud of Britain?

As **Artists**, we are learning about:

Using different materials and media to create artwork.

- To use chalk to create flames
- To use collage to create flames
- To use a variety of resources to create a 3-D picture.
- To create 3-D scenes
- To use mixed media to create scenes.

Garwood Class

Curriculum Letter

The Great Fire of London

In **Computing**, we are learning about:

Common Sense Media' ESafety

Media Balance is Important. How do we find a happy balance between our online and offline activities? (Kindergarten Unit)

Coding

- Drag and Drop
- Happy Maps
- Sequencing with Scrat
- Programming with Scrat

In **PE**, we are learning about:

- Yoga and Mindfulness.
- Game Skills, such as throwing, catching and basic game rules.
- To copy dance moves and learn a simple dance.

As **Historians**, we are learning about:

The Great Fire of London

We will be investigating and answering the following questions:

1. How has London changed over time?
2. What was life like in London in 1666?
3. How did the Great Fire of London start?
4. What factors contributed to the quick spread of the Fire?
5. Which sources can help us to understand the events of the Great Fire?
6. Did the Great Fire of London impact how the city was rebuilt?

As **Geographers**, we are learning about:

Locations: naming, identifying and locating characteristics.

We will be investigating and answering the following questions:

1. Where can we find London?
2. What is a landmark?
3. What are London's major landmarks?
4. Can we find our way around London?
5. What is that Thames?
6. How can we find our way around London?

