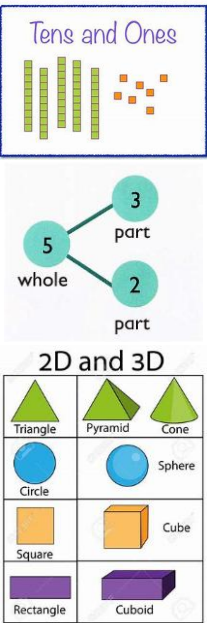
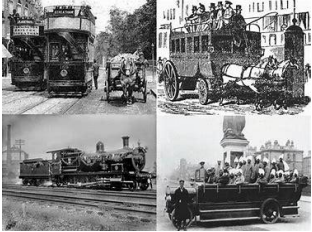




## Cedar Class Autumn Curriculum Overview

Please find details below of the topics we will be covering in all subjects during our first term in Year 1 & 2. The following information applies up until the Christmas break.

| Subject                                                                                                                                                       | Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>English</b></p>                                                         | <p>During this term, we will be consolidating and building upon the skills that children developed last year, with a key focus on presentation, sentence structure and reading our own writing back to check it makes sense. We will be doing this through a range of texts covering different genres:</p> <p><u><a href="#">Billy and the Beast</a></u> by Nadia Shireen – defeat a monster narrative<br/> <u><a href="#">Wolves</a></u> by Emily Gravett – non-chronological leaflets<br/> <u><a href="#">Lubna and Pebble</a></u> by Wendy Meddour – gifting narratives<br/> <u><a href="#">Jim &amp; the Beanstalk</a></u> by Raymond Briggs – sequel stories</p> <p>We will also be exploring, writing and performing harvest poems as well as performing a nativity.</p> <p>Children will receive daily Read Write Inc. sessions in small groups to continue to develop their sound knowledge, reading fluency and comprehension skills.</p>                                                                                                                                                                                                  | <p>Why not write your own story? Emily Gravett explains how she created <i>Wolves</i> in <u><a href="#">this video</a></u>.</p> <p>Share stories regularly with your child and discuss what is happening. Ensure that they are only asked to read familiar sounds and words.</p> <p>Please encourage regular practise of children's rainbow spelling cards at home:<br/> <a href="https://www.sampford-peverellprimary.devon.sch.uk/website/english_and_phonics/484782">https://www.sampford-peverellprimary.devon.sch.uk/website/english_and_phonics/484782</a></p> |
| <p><b>Maths</b></p> <p>Place Value, Addition &amp; Subtraction, Shape</p>  | <p><b>Place Value</b></p> <p>To begin with, we will be counting, ordering and comparing numbers within 20 to ensure that children's understanding of these is secure, especially the '-teen' numbers as these are often confused with '-ty'. After half term, we will be looking at the value of digits in numbers within 100.</p> <p><b>Addition and Subtraction</b></p> <p>We will again be using numbers within 20 to investigate parts and wholes, number bonds and the inverse relationship between addition and subtraction, as this lays the foundation for further units.</p> <p><b>Shape</b></p> <p>In this unit, we will be investigating the properties of different 2D and 3D shapes. This will lead on to sorting shapes based on these properties, as well as recognising and creating patterns using them.</p> <p><b>Number Fact Focus</b></p> <p>Children will be working on securing number bonds to and within 20 to allow them to be flexible with number when we begin working with 2-digits. E.g., 7 can be made in the following ways; 0 + 7, 1 + 6, 2 + 5, 3 + 4. We will also be looking at counting in 2s, 5s and 10s.</p> | <p>Encourage children to count anything and anywhere! You could even link it with our geography and count the steps taken on a certain route. Make sure they are clear in pronouncing the '-teen' numbers.</p> <p>The <u><a href="#">Numberblocks series</a></u> covers lots of our key learning for this term.</p> <p><u><a href="#">Numbots</a></u> will be available as a tool for children to complete their homework on key number facts of bonds to 10 and 20, and counting in 2s, 5s and 10s.</p>                                                             |
| <p><b>Science</b></p> <p>Everyday Materials</p>                             | <p>During this unit, children will have plenty of opportunities to explore everyday objects to consider what they have been made from and the properties of these materials. They will focus in more detail on the properties of absorbency and transparency through conducting scientific experiments.</p> <p>After half term, we will be considering how these properties of materials determine their suitability for different purposes. Finally, we will investigate how materials can be changed through physical forces such as twisting, bending, squashing and stretching.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Look around your home to find everyday objects. What are they made out of? Why do you think that material has been chosen?</p> <p>Be curious – what would happen if objects were made from something else? For example, what if shoes were made from cardboard?</p>                                                                                                                                                                                                                                                                                               |

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| <p><b>PSHE</b><br/>Class rules and routines<br/>Emotions – Jealousy<br/>Keeping/Staying safe –<br/>Road safety<br/>Being Responsible –<br/>Water Spillage</p>                                                    | <p>At the beginning of each year, it is important for children to establish the new routines within their new classrooms. The autumn term is a great point to remind children of the school values and learning powers to ensure a successful year ahead.</p> <p>We will be exploring the foundational concepts of keeping safe in various everyday environments, including near roads and water. We will also be exploring how to recognise and understand different feelings and emotions, focusing on jealousy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Encourage children reflect on three good things that happened. This could be something funny that happened, something they achieved or something they saw someone else do.</p> <p>There are also lots of ideas each month at <a href="#">Action for Happiness</a>.</p>                                                                                             |
| <p><b>Geography</b><br/>The Local Area</p>                                                                                                                                                                      | <p>This unit of work will explore our school and the local area. We will look at the difference between cities, towns and villages. Children will develop their understanding of maps through examining different styles of map as well as creating their own versions. We will investigate the difference between human and physical geographic features, conducting fieldwork in the village. Children will also learn that their home address is unique to them and the format in which this should be written.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Why not put new map skills into action and try drawing a map from memory? This could be of your room, house or route to school. Practise saying and writing your address – you could even post yourself or a family member a letter.</p>                                                                                                                           |
| <p><b>History</b><br/>Travel &amp; Transport</p>                                                                                                                                                                | <p>During this unit, we will continue to focus on our local area but consider how people and goods would have travelled in the past and compare this to transport today. This will include looking at the building and use of canals before considering why they are no longer in use. Children will also investigate the development of the steam engine and the Great Western Railway before looking at how and why this network has shrunk. We will develop our historical enquiry skills through looking at primary and secondary sources, including paintings, photographs and maps, to identify key features and changes.</p>                                                                                                                                                                                                                                                                                                                                                                               | <p>Walk a stretch of the canal and try to imagine what it would have been like travelling on a barge along it. <a href="#">Tiverton Museum</a> has the 'The Tivvy Bumper' alongside lots of other transport artefacts. Exeter RAMM also has a <a href="#">free exhibition</a> on until the 29<sup>th</sup> September looking at travel through the years.</p>         |
| <p><b>R.E</b><br/>Who do Christians believe made the world?</p>  <p>What does it mean to belong to a faith community?</p>  | <p><b>Who do Christians believe made the world?</b><br/>In this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will also consider how Christians may act in response to creation, why they may choose to praise God for it and why they may try to be the planet's protectors.</p> <p><b>What does it mean to belong to a faith community?</b><br/>In this unit, the pupils will focus on what it means to belong to a faith community. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Pupils will also consider where they belong and the communities to which they are a part of.</p> | <p>Try to build in regular opportunities for children to discuss their own beliefs about the world around them and share yours with them too. Encourage them to accept that other people will have different opinions and that is OK. For a creative option, you could design and/or make your own world or create a poster about how we can care for our planet.</p> |
| <p><b>Art &amp; Design</b><br/>Drawing – exploring line and shape</p>                                                                                                                                         | <p><b>Drawing – exploring line and shape</b><br/>Children will develop the language to describe lines. They will develop control when using string and chalk to draw lines, experiment with a range of mark-making techniques and colour neatly and carefully. The end piece will be a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Encourage children to experiment with different tools to make marks at home and whilst out and about. Investigate one of the following artists and create a work in their style; <a href="#">Bridget Riley</a>, <a href="#">Zaria Forman</a>, <a href="#">Renata</a></p>                                                                                           |

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| <p><b>3D sculpture - lanterns</b></p>                                                                                               | <p><b>3D Sculpture – lanterns</b></p> <p>In preparation for the winter lantern parade, children will be guided through designing and making their individual lanterns. This will link into our work on materials as children consider elements such as handles and bases.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><a href="#">Bernal</a>, <a href="#">Wassily Kandinsky</a> or <a href="#">Ilya Bolotowsky</a>.</p>                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Music</b></p>                                                                                                                  | <p><b>In all units of music</b>, as well as learning to sing, play, improvise and compose with the song, children will listen and appraise other tunes in the same genre.</p> <p><b>Hey You!</b><br/>Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p><b>Rhythm In The Way We Walk &amp; Banana Rap</b><br/>In this unit, children will continue to develop their understanding of pulse, rhythm and pitch, as well as their knowledge of different genres by looking at reggae and hip hop.</p>                                                                                                                                                                                                                                   | <p>Enjoy music together as a family by sharing your favourite songs or even making up your own. Encourage children to find the pulse (beat) and move in time to it in songs you hear. You could tie our unit of music on hip-hop to our PE learning on dance and try to learn or create a simple routine. There are a few follow along tutorials on <a href="#">YouTube</a>.</p>                                                              |
| <p><b>P.E</b><br/>Ball skills</p>  <p>Dance</p>  | <p><b>Ball skills</b><br/>In this unit, children will be working on sending, catching, tracking and dribbling in different ways through playing a range of games.</p> <p><b>Dance</b><br/>Children will explore a range of themes during this unit and develop their skills in sequencing and performing actions, both individually and in pairs. They will also begin to understand using dynamics and space to create interest in their performances.</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>Get creative and come up with your own ball games at home. You could use a balled up pair of socks to knock down bottle skittles. There are lots of ideas to be found <a href="#">here</a>.</p> <p>Why not create a family playlist of all your favourite songs and have a kitchen disco? There are lots more ideas to be found <a href="#">here</a>.</p>                                                                                  |
| <p><b>Computing</b><br/>Systems &amp; networks:<br/>Technology around us<br/>IT around us</p>                                      | <p><b>Technology around us</b><br/>Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.</p> <p><b>IT around us</b><br/>Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p> | <p>Spot all the technology and IT in and around your home. Explore what it is used for and how it is connected to wider networks together.</p> <p>Have regular conversations about your expectations of how they use technology and how they can stay safe whilst using it. The NSPCC has lots of information <a href="#">here</a>.</p> <p><a href="#">BBC Dance Mat</a> is a free resource to help children develop their typing skills.</p> |
| <p><b>D.T</b><br/>Cooking &amp; nutrition –<br/>portable snacks</p>                                                               | <p>Children will have the opportunity to design and make a wrap or sandwich. They will explore a range of existing products to gain inspiration before working on a range of food preparation techniques including; spreading, grating, folding and cutting. They will be encouraged to taste their own products to be able to effectively evaluate them and reflect on what they would change.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Get children helping you in the kitchen with food preparation, especially if you're making packed lunches. There are loads of things children of all ages can help with suggested <a href="#">here</a>.</p>                                                                                                                                                                                                                                |

