

Birch Class – Curriculum Overview

Autumn 2nd half term

Maths	<u>Number: Addition and Subtraction</u>	<p>Year 1: Introduce parts and wholes, part-whole models. Write number sentences. Fact families – addition facts. Number bonds within 10. Number bonds to 10. Addition – add together, add more, problems. Find a part Subtraction, the eight subtraction facts, take away/cross out (How many left?) Take away (How many left?). Subtraction on a number line.</p> <p>Year 2: Bonds to 10 Fact families, bonds to 100 (tens). Add and subtract 1s. Add by making 10. Add three 1-digit numbers. Add to the next 10. Add across a 10. Subtract across 10 and from a 10. Know 10 more, 10 less. Subtract a 1-digit number from a 2-digit number (across a 10). Add and subtract 10s. Add two 2-digit numbers. Subtract two 2-digit numbers. Mixed addition and subtraction. Compare number sentences and missing number problems.</p> <p>Year 3: Add and subtract multiples of 100, Add and subtract 3 digit and 1 digit, Add and subtract 3 digit and 2 digit, Add and subtract 100's, Add and subtract 3 digit and 3 digit. Estimate and check answers.</p>
	<u>Measurements:</u> <u>Length and Height</u> <u>Length and Perimeter</u>	<p>Year 1: Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p>Year 2: Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Year 3: Measure in metres and centimetres Measure in millimetres Measure in centimetres and millimetres Metres, centimetres and millimetres Equivalent lengths (metres and centimetres) Equivalent lengths (centimetres and millimetres) Compare lengths Add lengths</p>
English	<u>Writing</u>	Our English curriculum is text driven. Each term, there will be a variety of key texts which are the stimuli for both reading and writing learning journeys. Throughout the year, the children will write for a variety of audiences and purposes applying their developing skills.
	<u>Spelling</u>	Children will be taught age related spelling patterns through Spelling Shed.
	<u>Grammar and Punctuation</u>	<p>Y1: Capital and Lowercase Letters, Verbs, Nouns, Suffixes -ing, Finger Spaces, Writing Sentences.</p> <p>Y2: Verbs, Nouns, Adjectives, Vowels and Consonants, Demarcating Sentences, Using '-ness' Punctuating Sentences</p> <p>Y3: Powerful verbs, Nouns and Pronouns, Adjectives, Vowels and Consonants, Suffixes: -ly, Past Tense.</p>
	<u>Reading</u>	We encourage reading for pleasure at different points throughout the school day and there is a class story at the end of each day. We will listen to individual readers on a frequent basis and also have a weekly guided reading lesson to develop skills such as comprehension and inference.

Science	<u>Light and Shadows</u>	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
Music	<u>Christmas Play Songs</u>	Children will learn the songs for our Nativity play.
PE	<u>Dance</u>	Children will develop body control, space awareness and learn to sequence movements together. They will be inspired by topics such as fireworks, marching bands for Remembrance and icy cold weather.
	<u>Tag Rugby</u>	Children will know how to chase and tag another player when moving. To know how to pass a ball backward or sideways with some control. To know how to pass a ball backwards or sideways with some control while moving.
RE	<u>Christmas. Why do we give and receive gifts?</u>	Key Questions <ul style="list-style-type: none"> • Why do people give and receive gifts at Christmas? • Why is Jesus described as a gift? • How does it feel when you give and receive gifts? • What is the best gift you have ever received?
	<u>Christmas. God with us</u>	Key Questions <ul style="list-style-type: none"> • In what ways do Christians believe that God is with us? • How does it feel to be in the presence of God? • How did/does the presence of Jesus have an impact on people's lives? • In what ways do Christians believe that they are the presence of Jesus in the world today?
History	<u>The Great Fire of London</u>	<ul style="list-style-type: none"> • London: Past and Present • Life in the 17th Century • The Events of the Great Fire • How Do we Know About the Great Fire? • What Happened After the Great Fire? • What Have We Learnt about the Great Fire?

DT	<u>Moving Pictures</u>	This 'Moving Pictures' unit gives children opportunities to develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas to make a Christmas card with a moving part.
Computing	<u>Online Safety</u>	<p>Searching and Sharing - To know how to refine searches using the Search tool, to know how to share work electronically using the display boards and to use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>Email Using 2Respond - To introduce Email as a communication tool using 2Respond simulations, to understand how we talk to others when they are not there in front of us and to open and send simple online communications in the form of email.</p> <p>Digital Footprint - To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online, and to identify the steps that can be taken to keep personal data and hardware secure</p>
PSHE	<u>Year 1/2: Valuing Difference (Including British Values and The Fell We Climb)</u>	<ul style="list-style-type: none"> • <u>What makes us who we are?</u> • <u>My special people</u> • <u>How do we make others feel?</u> • <u>When someone is feeling left out</u> • <u>An act of kindness</u> • <u>Solve the problem</u>
	<u>Year 3: Valuing Difference (Including British Values and The Fell We Climb)</u>	<ul style="list-style-type: none"> • <u>Respect and challenge</u> • <u>Family and friends</u> • <u>My community</u> • <u>Our friends and neighbours</u> • <u>Let's celebrate our differences</u>