

Birch Class – Curriculum Overview

Autumn 1st half term

Maths	<u>Number: Place value</u>	<p>Year 1: Sort and Count objects. Recognise numbers as words. Count on from any number. Count backwards within 10, know one more and one less, compare groups by matching. Vocab: fewer, more, same, less than, greater than, equal to. Compare, order objects and numbers and use a number line</p> <p>Year 2: Numbers to 20, count objects to 100 by making 10s. Recognise tens and ones. Use a place value chart. Partition numbers to 100. Write numbers to 100 in words, flexibly partition numbers to 100, 10's on a number line. Compare numbers, order objects and numbers. Count in 2s, 5s, 10s and 3s.</p> <p>Year 3: Represent and partition numbers to 100, represent and partition numbers to 1000. 10's, 1's, Number line to 1000. Estimate, compare and order to 1000, Order numbers, Count in 50's.</p>
	<u>Geometry: Properties of shapes</u>	<p>Year 1: Recognise, name and sort 2D and 3D shapes, make patterns</p> <p>Year 2: Recognise, count sides and vertices, sort and make patterns with 2D and 3D shapes, lines of symmetry.</p> <p>Year 3: Describing position, turns and angles. Identify horizontal, vertical, perpendicular and parallel lines. Recognise and describe 2D shapes. Count faces, vertices and edges of 3D shapes, make 3D shapes.</p>
	<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>
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, 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>Animals including Humans</u>	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Music	<u>Hands, Feet, Heart</u>	All the learning is focused around the song 'Hands, Feet, Heart'. It uses an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.
PE	<u>FUNdamentals</u>	Travel/Movement Change direction, speed, strength & flow of movements. Change in speed & direction to stay with or outwit a partner. Balance & Shape Keep balance traveling along bench, and/or on bike, scooter. Combine moving, pausing and stillness in response to partner.
	<u>Swimming</u>	Working towards developing our individual swimming skills to include: Entering the water safely, moving from a floating position on their front or back to standing. Push and glide on their front or back. Travel on their front or back for 5 meters. Float on their back and to exit the water safely.
RE	<u>Harvest:</u>	How can we help those who do not have a good harvest? <ul style="list-style-type: none"> • develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest. • increase awareness that the food we eat is harvested and distributed all around the world • raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. • discuss what the response of Christians should be to the need of others. • to explore the Jewish festival of Sukkot
	<u>The Bible – a special book (Y1/2)</u>	<ul style="list-style-type: none"> • to widen the children's understanding of the Bible, its contents, presentation and importance to Christians. • To begin to develop children's understanding of holy books in the lives of people of all world faiths.
	<u>Called by God (Y3)</u>	What does it mean to be called by God? <ul style="list-style-type: none"> • give children an opportunity to consider what it means to be called by God • give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God • give children an opportunity to ask local clergy about their call from God to be ordained • to explore the lives and roles of Faith Leaders

History	<u>The Gunpowder Plot</u>	The children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. They will deepen their understanding of the events of the Gunpowder Plot through several speaking and listening activities, such as hot seating and role play, as well as sequencing events and designing posters. A lesson on how bonfire night has been celebrated in Britain since the 1930s is also designed to consolidate their knowledge of changes within living memory.
Art	<u>Drawing</u>	Teaching drawing will focus on exploring materials, basic techniques like line and shape, and developing observational skills through repeated practice with different media. Key aspects include encouraging creative work from imagination and observation, fostering the use of art vocabulary like "line" and "pattern", and understanding the work of other artists. Using sketchbooks to record ideas and experimenting with various dry and wet media like pencils, crayons, and pastels are also fundamental.
Computing	<u>Computer Science: Coding</u>	<p>Using Flowcharts - To review previous coding knowledge, to understand what a flowchart is and how flowcharts are used in computer programming.</p> <p>Using Timers - to understand that there are different types of timers, to be able to select the right type of timer for a purpose.</p> <p>Using Repeat - to understand how to use the repeat command.</p> <p>Code, Test and Debug - to use coding knowledge to create a range of programs.</p>
	<u>Online Safety</u>	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p>
PSHE	Me and My Relationships	This units teaches children how to be a good friend. We will also learn about our own feelings and self-regulation.