

## English

### English – SKILLS – Read Write Inc. (Include but are not limited to below)

#### Reading

- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words
- Reads common exception words
- Reads 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
- Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Becomes very familiar with key stories, fairy stories and traditional tales.
- Checks that the text makes sense to them as they read
- Corrects inaccurate reading as they read
- Discusses the significance of the title and events
- Predicts what might happen on the basis of what has been read so far

#### Writing

- Begins to form lower-case letters in the correct direction, starting and finishing in the right place
- Writes sentences by sequencing sentences to form short narratives
- Writes sentences by re-reading what has been written to check that it makes sense
- Spells words containing each of the 40+ phonemes already taught
- Names the letters of the alphabet in order
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences

## Design Technology

#### DT Skills

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Investigate and analyse a range of existing products.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

#### Activities

- Design and make a defence artefact from the battle of Hastings
- Make a model of a village or part of from the Anglo-Saxon times

## Food

**Skills:** Understand healthy eating, safety in the kitchen and basic preparation skills.

#### Activities:

- Prepare a range of foods and meals.
- chop, dice, slice, peel, mash and cut a range of foods.

## Art

#### Art Skills

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

#### Activities

- The Bayeux Tapestry
- Drawing
- Embroidery

## Yellow Class- Autumn 2023

1066



**Opener:** Cinema moment  
**Middle:** Drama performance  
**End:** Museum visit

## History

#### Key areas

Anglo Saxons  
Battle of Hastings

#### History Skills

- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

#### History Activities

- Conduct a local history study.
- Create a class fact file/project about 1066
- Re-enact aspects of the battle of Hastings

## Geography

#### Geography Skills

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### Activities

- Identify France and England on map-investigate coastal lines and modes of transport from one to another
- Investigate how countries have changed in terms of landscape over time
- Weather/land focus project to work out where to grow crops

## Maths

#### Key Areas

Place Value  
Addition and Subtraction  
Multiplication and division

#### Maths Skills:

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals.
- Read and write numbers up to 1000 in words.
- Solve number problems and practical problems involving these ideas.
- Add and subtract numbers mentally, including a three-digit number and ones.
- Add and subtract numbers mentally, including a three-digit number and tens.
- Add and subtract numbers mentally, including a three-digit number and hundreds.
- Add numbers with up to three digits using the formal written method of columnar addition.
- Subtract numbers with up to three digits using the formal written method of columnar subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division, using the multiplication tables that he/she
- Knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling

#### Activities

- Time lines
- Army calculations
- Problem solving games
- Group activities
- Mixed ability learning.

## Computing

#### Computing Skills

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### Activities (J2Code)

- Searching the web
- Online maps
- Presentations

## RE

#### Skills

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

#### Activities

Ganesh Chaturthi  
Guru Nanak Gurpurab

## Well being

#### Skills: Activity passport

#### Activities:

- Make and bury a time capsule.
- Design and create a bug hotel.
- Discover and identify bugs
- Make a mask
- Tie your shoelaces/practise knots
- Create a Christmas board game
- Christmas games and activities

#### Skills: Trampoline

**Activities:** Being safe whilst using the trampoline and using the correct form to bounce. Only one person bounces at a time and when waiting for your turn you must spot.

#### Skills: Swimming

**Activities:** listening to the safety instructions from the instructor, ensuring they are able to enter the pool appropriately and carry out simple different strokes along with using equipment.