

Bamburgh Class Overview Autumn 2 2024

Topics Themes	What a Wonderful World (Continents of the world, and the animals that live there). <i>Enquiry and Curiosity: For children to be curious about the world around them and ask questions.</i>	
Subject	What we will learn this half term:	
English	<p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills. Texts we will share this term: Lost & Found Meerkat Mail, Giraffe, the Pelly and Me, The Enormous Crocodile, Elliot's Arctic Adventure, Gorilla, Around the World with Max and Lemon, Amazing animal babies, On Safari and Meerket Christmas Postcard.</p>	
	<p>Y1 SPAG & Writing composition Explanation Text With support, say sentence and hold it in memory whilst writing. Separate words with spaces, e.g. using a finger, with little prompt. Use capital letters and full stops to demarcate simple sentences. Orally plan and sequence ideas. Segment spoken words into individual phonemes and represent them with graphemes, starting to spell some correctly. Informal Letter Use capital letter for the personal pronoun I. Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops consistently throughout writing to demarcate sentences.</p>	<p>Y2 SPAG & Writing composition Explanation Text Use present tense accurately and consistently for non-chronological reports. Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks. Identify, understand and select verbs to complete sentences. Use sentences with different forms: questions and exclamations. Informal Letter Develop the use of full stops, capital letters, exclamation marks and question marks. Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading. Orally rehearse each sentence prior to writing including simple and compound sentences. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Use commas to separate items in a list.</p>
	<p>Y1 Reading Focus: Word reading: Read common exception words, noting tricky parts. Developing pleasure and motivation to read: Orally retell stories using props and pictures. Enjoy and recite simple rhymes and poems. Make personal reading choices. Understanding books: Discuss key vocabulary, linking meanings of new words to those already known. Give opinions about books, stories and poems. Demonstrate understanding of texts by answering questions related to where and when.</p>	<p>Y2 Reading Focus: Explanation Text Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. a toad is similar to a frog. Demonstrate understanding of non-fiction texts by asking and answering who, what, where, when, why, how questions in writing. Letter Choose favourite words and phrases from a text. Recognise the use of repetitive language within a story. Draw inferences about the key events and characters from the text. Make predictions based on what has been read so far and give reasons.</p>
Maths	<p>Y1 Addition and subtraction Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition and subtraction Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Y2 Place value: Count in 2s, 5s and 10s Count in 3s Addition and subtraction Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Addition and subtraction Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems Shape Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes</p>

Science	<p>Working Scientifically: Y1 Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment. Y2 Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction.</p> <p>Animals, including humans 1 - Growth Describe the needs of animals for survival. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the needs of humans for survival. Explore the importance of eating the right food. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Describe what a healthy, balanced diet looks like. Investigate the impact of exercise on our bodies. Investigate the importance of hygiene.</p>
Humanities (History & Geography)	<p>Geography - Continents of the World, and the Animals That Live There</p> <ul style="list-style-type: none"> • Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean (retrieval). • Know the names of the seven continents and name on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica. • Know the location of the North and South Poles and know that they are the cold parts of the Earth. • Know that there is one global ocean that is often divided into five distinct oceans and locate them on a world map and globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean. • Know that seas are smaller bodies of water than oceans. • Know that different animals can survive in different places because they are adapted to the different climate of the area and sometimes the different vegetation that grows there. • Know that an endangered species is one that is threatened by extinction.
Design & Technology	<p>Craft: Woven wonders</p> <ul style="list-style-type: none"> • To know that art can be made in different ways. • To choose, measure, arrange and fix materials. • To explore plaiting, threading and knotting techniques. • To learn how to weave. • To combine techniques in a woven artwork. <p>Seasonal art and crafts</p>
PSHE/RSE (British Values)	<p>Key Question: What is bullying? Relationships Behaviour; bullying; words and actions; respect for others: British Values: Democracy We all have a voice Making it fair Core Text: The Election by Eleanor Levenson</p>
RE	<p>Northumberland Agreed Syllabus Unit 1.2 Creation: Who Made the World? Who do Christians say made the world? (Creation) Make sense of belief: Retell the story of creation from Genesis 1:1 – 2:3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Understand the impact: Give a least one example of what Christians do to say 'thank you' to God for Creation. Make connections: Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian story and the world they live in.</p>
Computing	<p>Unit 1.2 Creating Media – Digital Painting</p> <ul style="list-style-type: none"> • Use a paint-like tool to create art. • Purposely using a range of tools. • Explore digital art and creative tools. Create own paintings, whilst getting inspiration from a range of other artists. Consider preferences when painting with, and without, the use of digital devices.
Music	<p>Charanga Music School English Model Music Curriculum Scheme v2 & listening to range of music in class and singing assemblies. Unit 2: Playing in an Orchestra. Social question: How does music teach us about the past?</p>
PE	<p>NUFC Foundation PE Coaching - Multi Skills (Children should come to school in their PE kit every Thursday.)</p>

Useful links:

School360
Numbots
Spelling Shed
BBC Bitesize