

## Bamburgh Class Overview- Autumn 1 2023

| Subject                               | What we will learn this half term  |
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| English<br>(RWI Phonics)              | <p><b>Phonics – Read Write Inc.</b></p> <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.</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• read new sounds and review previously to taught sounds</li> <li>• sound out the names of characters and unfamiliar words</li> <li>• understand the meaning of new words</li> <li>• read the story</li> <li>• predict the outcome, after listening to a story introduction</li> <li>• discuss and compare key moments in the story</li> <li>• spell common words with common graphemes and suffixes</li> <li>• build and rehearse their own sentences based on ideas from the story</li> <li>• edit their writing to correct grammar and punctuation</li> <li>• use new vocabulary in their writing</li> <li>• write a composition based on the Storybook they have read</li> </ul> |
| Maths                                 | <p><b>Previous Reception experiences and counting within 100</b></p> <p>Count in a hundred different ways.</p> <p><b>Comparison of quantities and part-whole relationships:</b></p> <ul style="list-style-type: none"> <li>• Explain that items can be compared using length and height</li> <li>• Explain that items can be compared using weight/mass and volume/capacity</li> <li>• Count a set of objects</li> <li>• Compare sets of objects</li> <li>• Use equality and inequality symbols to compare sets of objects</li> <li>• Use equality and inequality symbols to compare expressions.</li> </ul>   |
| Science                               | <p><b>Everyday materials - Exploring everyday materials</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of everyday materials.</li> <li>• Distinguish between an object and the material it is made from.</li> <li>• Describe the properties of everyday materials.</li> <li>• Identify objects that are natural and those that are manmade.</li> <li>• Predict and identify if an object will float or sink.</li> <li>• Explore which materials are best for different objects.</li> </ul> <p>As part of this topic, we will make links with the ‘Great Fire of London’, discussing the materials used to build houses and their properties.</p>   |
| Humanities<br>(History and Geography) | <p><b>The Great Fire of London</b></p> <p>Overarching enquiry questions: What was the Great Fire of London, and what consequences did it have?</p> <ul style="list-style-type: none"> <li>• What was London like at the time of the Great Fire?</li> <li>• How did the Great Fire start and how did it spread?</li> <li>• Who was Samuel Pepys and how did his diary help historians understand what happened during the Great Fire?</li> <li>• How did London change after the Great Fire?</li> <li>• What important buildings were rebuilt after the Great Fire?</li> </ul>  |

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| Design and Technology | <p><b>Structures: Constructing a windmill</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>include individual preferences and requirements in their design</li> <li>know what a windmill is</li> <li>describe the purpose of structures</li> <li>understand the importance of clear design criteria</li> <li>understand what a net is</li> </ul>  |
| PSHE/RSE              | <p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for. Children will learn:</p> <ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission. Children will:</p> <ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul> |
| RE                    | <p><b>Who is Muslim and how do they live? (Part 1)</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and its importance for Muslims.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living.</li> </ul>   |
| Computing             | <p><b>Online Safety</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private.</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>   |
| Music                 | <p><b>Charanga Music School – English Model Music Curriculum v2</b></p> <p><b>Unit 1: My Musical Heartbeat</b></p> <p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum.</p> <p><b>Musical Spotlight:</b> My Musical Heartbeat</p> <p><b>Social Question:</b> How Can We Make Friends When We Sing Together?</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>how to move in time with a steady beat/pulse</li> <li>to copy back simple long and short rhythms with clapping</li> <li>to copy back singing simple high and low patterns</li> </ul>  |

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|    | <ul style="list-style-type: none"><li>• to know and demonstrate the difference between pulse, rhythm and pitch</li></ul>  |
| PE | <b>Multi-skills</b><br>Year 1 will have PE every Tuesday, alongside a session with the Newcastle United foundation every Thursday. Children should come to school in their PE kit every Tuesday and Thursday. |

#### Useful Links

##### Maths:

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8/year/zjpqqp3>

<https://www.topmarks.co.uk/Search.aspx?q=year%201%20maths>

<https://play.numbots.com/#/intro>

##### English:

<https://www.topmarks.co.uk/Search.aspx?Subject=9&AgeGroup=2>

<https://home.oxfordowl.co.uk/>

<https://play.edshed.com/en-gb>