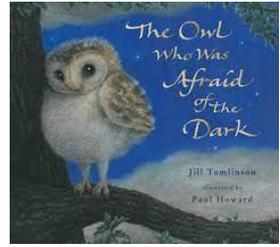
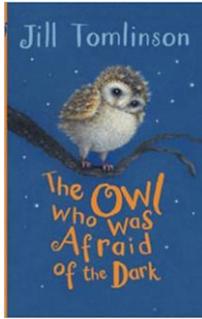


English	Science	Maths		
<p>Looking, Listening & Reading Letters & Sounds Phonics Phase 5 (Yr1) Spelling strategies / homophones (Yr2)</p> <p>Reading texts both fiction and non-fiction. During these lessons we will focus not only decoding the text but also on the reading skills of inference, vocabulary, sequencing, predicting, retrieving and explaining.</p> <p>Watching fiction and non-fiction about wildlife especially nature documentaries.</p> 	<p>Talking, Acting & Writing Writing character/ setting descriptions using adjectives, verbs and adverbs. Writing a story based on the format of The Owl who was Afraid of the Dark. The children will think of a different animal and what they might be scared of and how the problem is resolved.</p> <p>Writing a non-chronological report on a British wild animal using paragraphs and subheadings.</p> <p>Write poetry in different forms.</p> <p>Handwriting – reinforcing the correct formation, orientation and positioning of letters both upper and lower case. For those children in Yr2 who are ready joined writing patterns and letters will be introduced.</p>	<p>Animals including humans We will learn that animals, including humans, have offspring which grow into adults. We will be able to identify and name common British nocturnal animals and their young including owl /owlet, fox/cub, badger/cub, rabbit/kit.</p> <p>We will be able to describe the basic needs of animals, including humans, for survival (water, food and air).</p> 		
<p>Number Year1 Place Value- ordering, comparing and counting up to 10. Writing numbers as words 1-10. Using a number line. Addition and subtraction- adding and subtracting numbers -10, number bonds, part-part whole, number line. Year2 Place Value- recognising the place value of numbers up to 100, writing numbers in words up to 100, comparing and ordering numbers. Counting in 2,5,10 and 3s. Addition and Subtraction- adding and subtracting 1- and 2-digit numbers to include crossing a 10. Solving missing number problems.</p>	<p>Shape Year 1 Recognising and naming 2D and 3D shapes-to include square, circle, rectangle, triangle sphere, cone, cylinder, cuboid, cube, pyramid. Year 2 Recognise, name and sort 2D and 3D shapes. Identify the properties of these shapes- number of sides, vertices, edges. Recognise lines of symmetry in shapes.</p> 			
<p>Computing E-safety: we will continue to reinforce the importance of staying safe on line both in and out of school.</p>  <p>Design & Technology We will look at the variety of bedtime drinks and analyse them. We will conduct research and create our own designs. We will then produce our designs – enjoy them- and then evaluate them.</p> 	<p>Yellow Class Autumn Term 2022</p> <h1 data-bbox="593 654 1691 718">The Owl who was Afraid of the Dark</h1> <p data-bbox="1041 726 1254 758">by Jill Tomlinson</p> <p data-bbox="795 766 1500 989">This term our focus text will be the story <i>The Owl who was Afraid of the Dark</i>. We will look at topics such as where we sleep and bed times and how they have changed for the different generations of our own families. We will also learn about British wild animals, their families and growth, and their needs for survival.</p> <p data-bbox="504 997 1489 1069">Our Journey will end with a bedtime story evening for the children, complete with bedtime drinks.</p>  	<p>PE Games (outside until at least half term) will include teaching throwing, catching, partner work and group games. Dance Work with partners to create motifs and phrases that can be performed as a short dance. The children will evaluate each other's performances in a supportive way. The theme of the dance will be topic-based.</p> <p>Art & Design We will be looking at mixing colours to create tints and shades. We will use this skill to create art work inspired by the events in our focus text <i>The Owl who was Afraid of the Dark</i>.</p> 		
<p>Geography Where in the world have I slept? We will be talking about where we sleep at home and where we might have slept during the holidays. We will discuss how we travelled to our holiday destination and the shelter in which we slept. We will use basic geographical vocabulary to refer to key physical features – continent, hemisphere, ocean, equator, north, south. We will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents further afield that we may have visited.</p> 	<p>PSHE We will explore the STRIVE values that we have developed and adopted as a school. Through our topic we will discuss the following issues: keeping safe in countryside, learning to respect wildlife including empathy that animals have families too, rules when finding fledgling, eggs etc. We will challenge misconceptions about night animals e.g. bats are scary, and explore nurture, parental love, care and family dynamic through animals' families and care.</p> <p>Our RSHE lessons will begin, looking amongst other things at self-worth, personal safety, rights, responsibilities and community.</p>	<p>RE This term during our learning we will be looking at the following questions: What does it mean to belong to a faith community? We will learn about what it means to belong to a community and how different religions' welcome ceremonies differ, looking particularly at those of the Christian and Muslim faiths. What makes some places sacred to believers? We will learn about what makes some places special to people, and what the difference is between religious and non-religious special places. We will visit our local church and compare it to a mosque looking at both the similarities and differences.</p> 	<p>Music Mrs Harrison will teach the children a variety of topic-based songs. Through this the children will explore the concepts of rhythm and tempo. We will also be learning our songs for our Christmas play and carol service.</p> 	<p>History "Time for Bed" We will be exploring changes over the passage of time by thinking about how bedtime routines have changed over the last 70 years.</p>  <p>We will be writing letters home asking our parents and grandparents to share their memories of their own bedtime routines and experiences: types of beds and pyjamas, etc. We will then compare the experiences with our own and create a timeline.</p>