

# Hedgehogs Curriculum Overview - Autumn 1

## Phonics: Sounds-Write

All children should know their initial sounds and be able to use them to read and write words. Please read the Sounds-Write document for more information.

(Those children who are still learning their initial sounds will have extra interventions to learn them.)

## Year 1

The children will be reviewing the following sounds:

/ll/, /zz/ and /ss/

The children will be learning the following sounds:

/sh/ sound: shell, shop, sheep, splash

/ch/ sound: chin, chat, chop, check

/th/ sound: thin, thick, thank

/ck/ sound: check, back, duck, clock

/wh/sound: when, which, wheel

## Year 2

The children will be reviewing the following sounds:

/air/ and /ue/

The children will be learning the following sounds:

/oy/ sound: <oy> and <oi> (e.g., royal, toilet).

/ar/ sound: <ar>, <al> and <a> (e.g., start, calm, father)

/o/ sound: <o> and <a> (e.g., bottle, quality)

/ae/ sound: <ai>, <ea>, <ay>, <a\_e> split spelling, <a>, <ey>, <ei> and <eigh> (e.g., rain, great, play, name, bacon, they, veil, eight).

## Reading

Read every day; fiction and nonfiction. This should be a mixture of you reading to your child and them reading to you. If your child is struggling read a word, encourage them to say the sounds and read the word (blend). If they have had to sound out every word, go back and read the sentence with them fluently.

This half term, our class reader is '*The Owl Who Was Afraid of the Dark*' by Jill Tomlinson.

In Guided Reading, we will be looking at the text '*The Secret of Black Rock*' by Joe Todd-Stanton

## Writing

Write sentences that make sense using initial sound words and the sounds learnt in Y1 (read the Sounds-Write document for more information). Remind them to sound out (segment) each word as they write it. They may ask you which spelling of a particular sound they need in a word. Also remind them to start with a capital letter and end with a full stop, exclamation mark or question mark.

We will be starting with cumulative texts (story writing) such as Chicken and Licken and Kassim and the Hungry Fox. We will then move onto a poem called 'I find ideas'. This will focus on adjectives, nouns and rhyming words.

## **Maths**

### **Y1**

Practise number bonds for 10 and 20. E.g.  $7 + 3 = 10$ ,  $10 = 2 + 8$ ,  $10 - 4 = 6$ ,  $15 + 5 = 20$ ,  $20 = 11 + 9$ .  $20 - 2 = 18$

Tell the time (o'clock and half past) on analogue and digital clocks.

Count up to 20 accurately

Partition numbers to 20. E.g.  $15 = 1 \text{ ten and } 5 \text{ ones}$ .  $15 = 10 + 5$

Identify and describe common shapes - square, rectangle, circle, triangle, cube, cuboid, sphere

### **Y2**

Practise number bonds for 10 and 20. E.g.  $7 + 3 = 10$ ,  $10 = 2 + 8$ ,  $10 - 4 = 6$ ,  $15 + 5 = 20$ ,  $20 = 11 + 9$ .  $20 - 2 = 18$

Tell the time (o'clock and half past) on analogue and digital clocks.

Partition numbers into tens and ones. E.g.  $75 = 7 \text{ tens and } 5 \text{ ones}$ .  $75 = 70 + 5$

Adding 2 digit numbers (answer less than 100) by adding the ones and adding the tens and then adding the tens and ones back together.

Identify and describe common shapes - square, rectangle, circle, triangle, cube, cuboid, sphere

## **Local Study**

- Where do you live? - Do you know your address?
- Find your street or house on a map or using google maps.
- Can you see the route you would take to get to school?
- Roughly, how old is your house? When was it built?

## **History**

We are learning about the Gunpowder Plot, the Great Fire of London and the Battle of Hastings.

- Who was Guy Fawkes and what did he do?
- Why did the Catholics want to blow up the Houses of Parliament?
- The plot failed. How do we celebrate this?
- Where and how did the great fire of London start?
- What did the fire destroy?
- How do we know about these events?
- Who was fighting at the Battle of Hastings?
- When was the Battle of Hastings?

## **Science**

We will be looking at the following -

**Working Scientifically:**

Ask simple questions

Observe closely, using simple equipment

Perform simple tests

Identify and classify

Use observations and ideas to suggest answers to questions.

**On-going: Physics**

Observe changes across the four seasons.

Observe and describe weather associated with the season and how day length varies.

**Understanding animals and humans**

Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

**Art and Design**

Love for landscapes

- Revisit the colour theory - primary and secondary colours
- What is landscape art?
- Who is John Ndambo?
- Which artists are well known for creating landscapes?
- What are the features of landscape art?
- When were English artists considered to be experts in creating landscape art?

**RE**

We will focus on 'Who is a Christian and what do they believe?'. This will include;

- What do Christians believe about God?
- Why is Jesus important to Christians?
- What do the miracles of Jesus tell us about what is important to Christians?
- Why do Christians pray?
- How is Harvest celebrated around the world?

**ICT:** We will be looking at using the internet and staying safe online.

**Music:**

Musical Vocabulary Theme: *Pulse and Rhythm theme - all about me*

**PSHE:** Being Me

**PE:** Real PE and Fundamental movement skills