

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 Hodgeheg*' by Dick King-Smith

In Guided Reading, we will be looking at the text '*The Lion Inside*' by Rachel Bright

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 *On the way home* and *Chicken Licken*.

Maths

Y1

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

Add and subtract numbers within 10

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

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

Y2

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

Partition numbers into tens and ones. E.g. $75 = 7$ tens and 5 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

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

Local Study

- Find out about the life of Sir Nigel Gresley
Compare trains from the past with trains today
- To learn why the Mallard train is famous
- To design a train inspired by Sir Nigel Gresley's work

History

History

We are learning about the Great Fire of London

- When was the Great Fire of London?
- What was London like in 1666 compared to modern London?
- How did the Great Fire of London start and why did it spread so quickly?
- How did the fire spread so quickly?
- Who was Samuel Pepys?

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

Art and Design

At the seaside (Impressionism)

- Revisit the colour theory - primary and secondary colours
- Look at different artists and their seaside paintings - Claude Monet, Edgar Degas, Joseph Turner and Anthony Gormley
- Practise short thick brushstrokes and quick applied strokes
- Mix sand to paint to create a grainy feel
- Put all the techniques together and create a seaside painting

RE

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

- What is Islam?
- What do Muslims believe about god?
- Sacred Stories - The Prophet Muhammed
- The five pillars of Islam

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

Music:

Under the Sea: Musical Symbols

- Move to reflect a character.
- Create sounds to reflect a character
- Move at a speed that reflects the tempo of the audio.
- Respond to dynamic changes without prompting.
- Demonstrate a sound pattern correctly to a pulse.
- Sing and play high and low sounds.
- Read symbols representing high and low sounds correctly.
- Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.

PSHE: Exploring Emotions

PE: We will be looking at Real Dance and Real Gym.