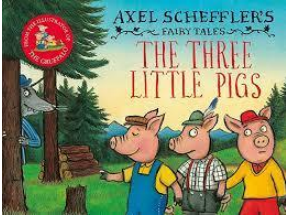
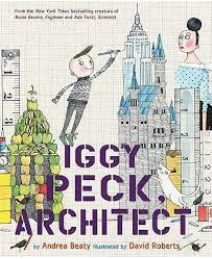
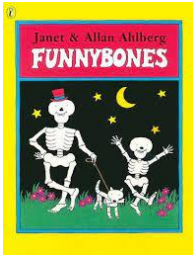
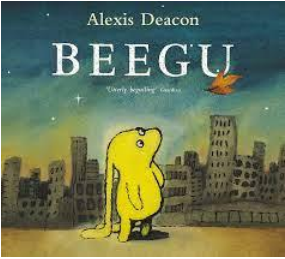


Class	One	Term	Autumn	Theme	My Life, My Home
Text(s)					
     					

Subject Overview	
English	In English, Class 1 will be focusing on writing simple sentences confidently. They will be learning about labels, captions and lists and how we use these. They will be reading and exploring a range of books (shown above). They will be focusing on traditional tales related to homes, such as 'The Three Little Pigs', imitating and innovating the story to support their own story writing. They will also be creating and performing poetry relating to things around the home. They will be writing story sequels and book reviews.
Maths	As mathematicians, Class 1 will be focusing on number and place value. They will be practicing counting forward and back to a hundred from any given number and will be learning to quickly recall number facts to 20. They will be investigating doubling and halving shapes and numbers, using practical objects and jottings to help us. They will be developing our understanding of addition and subtraction, using number lines, bead strings and counters to support our calculations. Using role play and the outdoor space, they will be practicing estimating and measuring.
Science	As Scientists, Class 1 will be observing and describing seasonal changes in Britain, looking at how the seasons and weather impacts homes and the environment around us. They will also be learning about everyday materials around the home. They will investigate suitable materials to make houses and furniture and look at how to design a fair test.
History	As Historians, Class 1 will investigate how they are making history. They will order three photographs correctly on a simple timeline. They will use the terms 'before' and 'after' when discussing their timelines. They will talk about three memories and place one of them on a

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

	timeline. They will explain why memories are special and name four events that they celebrate throughout the year. They will think of three ways they celebrate their birthday. They will ask a visitor one question about childhood in the past. They will know a similarity and a difference between childhood now and in the past. They will add three ideas to a time capsule about themselves. They will use key vocabulary to compare the present, the past and possible changes in the future.
Geography	As Geographers, Class 1 investigate what it is like in their local area. They will locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. They will make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. They will recognise four features in the school grounds using a map. They will explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. They will draw a design to improve three areas of the playground using the results from the survey.
R.E	In RE, Class 1 will be learning about who do Christians say made the world. They will look at the creation story from Genesis and how it is the beginning of the 'big story' of the Bible. They will think, talk and ask questions about living in an amazing world.
PSHE	In class 1, they will be thinking about why we are special, who our friends are and what we are good at. They will be discussing similarities and differences between people/characters and celebrating what makes us unique. They will also be looking at feelings, getting help and classroom rules.
Music	As musicians, Class 1 will be focusing on pulse and rhythm. They will clap the rhythm of their name. They will clap in time to music. They will sing the overall shape of a melody. They will play in time to music. They will copy and create rhythms based on word patterns. They will play on the pulse. Class 1 will also focus on timbre and rhythmic patterns. They will chant the well-known phrase, "I'll huff...". They will make changes to their voices to represent a character. They will choose a suitable sound to represent a specific point in a story. They will play a rhythmic pattern along with their spoken words. They will identify and hold up the correct sign to correspond to some music. They will play/chant along with the elements of a story with prompting from the teacher.
Computing	In computing, Class 1 will investigate computer systems and networks. They will improve mouse skills. They will use computers more purposefully. They will log in and navigate around a computer. They will drag, drop, click and control a cursor using a mouse. They will use software tools to create art on the computer. Class 1 will also investigate programming. They will explain what an algorithm is. They will write clear algorithms. They will follow an algorithm. They will explain what inputs and outputs are. They will create an achievable program. They will decompose a design into steps. They will identify bugs in an algorithm and how to fix them.
Art	As Artists, Class 1 will practice drawing. They will show knowledge of the language and literacy to describe lines. They will show control when using string and chalk to draw lines. They will experiment with a range of mark-making techniques, responding appropriately to music. They will colour neatly and carefully, featuring a range of different media and colours. They will apply a range of marks successfully to a drawing. They will produce a drawing that displays observational skill, experimenting with a range of lines and mark making. At Christmas, Class 1 will investigate craft & Design through woven wonders. They will give an opinion about whether an activity counts as 'art'. They will listen attentively to a visitor describing their creative interests. They will draw and talk about a remembered experience of

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

	making something creative. They will independently choose and measure lengths of wool and join wool sections together. They will adjust their wrapping technique if something doesn't work well. They will show that they are selecting colours thoughtfully. They will be open to trying out a new skill. They will show that they are choosing materials based on colour, thickness and flexibility. They will show resilience and keep going when things don't go right the first time. They will join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). They will weave with paper, achieving a mostly accurate pattern of alternating strips. They will describe their own weaving and compare it to Vicuna's artwork. They will attach things securely to their box loom. They will remember the process needed for weaving and attach some elements in this way. They will discuss the choices they make and what they like about their finished work.
D&T	In D&T, Class 1 will be investigating mechanisms by making a moving story book. They will identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. They will clearly label drawings to show which parts of their design will move and in which direction. They will make a picture, which meets the design criteria, with parts that move purposefully as planned. They will evaluate the main strengths and weaknesses of their design and suggest alterations. Class 1 will also investigate mechanisms through wheels and axles. They will explain that wheels move because they are attached to an axle. They will recognise that wheels and axles are used in everyday life, not just in cars. They will identify and explain vehicle design flaws using the correct vocabulary. They will design a vehicle that includes functioning wheels, axles and axle holders. They will make a moving vehicle with working wheels and axles. They will explain what must be changed if there are any operational issues.
P.E	In P.E. this term , Class 1 will look at: Ball Skills: In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. Team Building: They work individually, in pairs and in small groups, learning to take turns, work collaboratively, and lead each other. They develop key skills of communication and problem solving. Yoga: They learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them connect their mind and body. They improve well being by building strength, flexibility, co-ordination and balance.

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Curriculum Drivers

Spirituality: Our curriculum provides children with opportunities to explore the big questions in the world:

Autumn walk: Autumn colour – the awe and wonder of the forest at harvest time.

In R.E, we will be exploring different people that are special for Christians and will learn about stories that demonstrate what makes them special.

Possibilities: Our curriculum intends to raise children's aspirations and set high expectations for ALL pupils:

Afterschool clubs are on offer this term for students to participate in and to discover a new talent or interest, whether it be sports, music, maths or something different entirely!

How have houses/lives in Lydney changed over the last 150 years?

How have they changed within living memory?

How do we think it will change over the next 50 – 100 years?

How could we improve our lives?

Well-Being: Our curriculum intends to raise self-esteem and self-confidence:

We will be keeping fit and healthy by taking part in 2 physical education lessons each week.

How do we feel about living in our Lydney?

What are our likes and dislikes about living in our houses?

Belonging: Our curriculum intends to educate children about their place in the world

We will be meeting, in our Treehouse groups, to have the opportunity to work collaboratively and creatively with a range of people within our school community.

What places do I go to and what groups do I belong to?

What does this mean to me?

World Aware: Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in:

Assembly acknowledging the Christian celebrations and those of other faiths

We will be investigating houses in the local area and comparing them to houses around the world.

We will be exploring different types of homes and what makes the place we live special.

We will be making maps to help us learn more about our surroundings and will be using key geographical vocabulary to describe homes and the environment around us.

How do I get from home to school?

We will be comparing houses in our locality and observing them.

Where does the Forest of Dean sit within our world? Zoom in from space.

Locality:

We will be looking at what it's like to live in Lydney.

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

This term's Value is Trust

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness