



**Apple tree class**  
**Miss Peck**  
**Curriculum Information**  
**Autumn Term 2022**

### Science

All children will be encouraged to:  
Ask simple questions and recognising that they can be answered in different ways  
Observe closely, using simple equipment  
Perform simple tests.  
Identify and classify  
Use their observations and ideas to suggest answers to questions  
Gather and record data to help in answering questions.

#### Materials- linked to houses

##### Year 1

Distinguish between an object and the material from which it is made  
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
Describe the simple physical properties of a variety of everyday materials  
Compare and group together a variety of everyday materials on the basis of their simple physical properties.

##### Year 2

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



### Mathematics

#### Year 1-

Place value within 10/20  
Addition and Subtraction within 10/20  
Shape- 2D and 3D

#### Year 2-

Place to 20 and then 100  
Addition and Subtraction  
Shape- 2D and 3D

There will be a big focus on problem solving skills and reasoning throughout the term alongside all units covered.

### English

#### Books-

- Toby and the Great Fire of London
- The Baker's boy and the Great Fire of London
- You wouldn't want to be in the Great Fire of London
- The great fire of London- limited edition

Fire poems- alliteration

Diaries and recounts linked to the Great fire of London.

Fact files about the Great Fire of London

Drama and hot seating

#### Phonics

Year 1- everyday the children will have a phonics session lasting for 20 minutes. These lessons follow the Little Wandle scheme of work.

#### Spelling

Year 2- Every day the children will have a spelling session following the 'No Nonsense' spelling scheme.

#### Big Write

Every fortnight the children carry out an extended write.

#### Guided reading

##### Year 1

Each child will receive three guided reading sessions a week. The first session will focus on decoding, the second prosody and the final lesson will focus on comprehension.

##### Year 2

All children will have three whole class guided reading sessions a week and within this one focus group a week.

#### SPAG-

##### Year 1-

To write sentences including capital letters and full stops.  
To write questions.  
To extend sentences by adding 'and'.

##### Year 2-

To use expanded noun phrases, adjectives, verbs and adverbs in their writing.  
Learn to use commas in a list and write exclamatory sentences.  
To use subordinating and coordinating conjunctions.

## **Knowledge and understanding of the world**

### **History**

To identify the key events of the Great Fire of London and the Great Plague.

Learn about the impact Florence Nightingale and Edith Cavell had.

### **Geography**

Learn the Names of continents and oceans.

To identify the capital cities of the United Kingdom.

To identify London landmarks.

Identify physical and human features of the United Kingdom.

### **Computing**

#### **E-safety**

Learn how to use computing technology safely.

Learn how to keep their password safe.

Create a blog about something interesting.

Email two classmates in a safe environment.

Use the internet to find and check simple facts.

Word processing skills



## **Personal and Social Development**

We will talk about and focus on our SPARKLE values across the term.

### **Beginning and Belonging**

To understand and discuss how we can achieve a safe classroom.

To understand how it would feel to be new to the school.

To identify people for their safety circle and how to help others.

### **Family and Friends**

To identify the qualities of a good friend and learn strategies for coping with friendship problems.

To recognise similarities and differences between themselves and other children.

To know that there are different family patterns and discuss what it is special about their family members.

### **Anti-Bullying**

To understand what Bullying is and that sometimes people are bullied because they are different to others.

To describe how it feels to be bullied and demonstrate how to respond to bullies.

To demonstrate how to be kind to bullied children and identify places where bullying might take place.

### **RE**

#### **Christianity**

What did Jesus teach?

Christmas

## **Physical Education**

### **Outdoor PE**

Fundamental skills

### **Indoor PE**

Dance- The Great fire of London

### **OAA-**

Bush craft skills- learning to build a fire.

## **Creative development**

### **Art and Design**

Look at Artists responses to the Great Fire of London i.e. Jan Griffier/Edward Matthew Ward. Architecture from that time.

Key elements include: shape and Colour

Materials: Papers/chalk (or/and paint)

Technique: Drawing/Collage

Outcome: Mixed media composition based on the Great Fire of London

### **Design & Technology**

Make bread

Design and make a house 1660 style.

### **Music**

Compose fire music

Listen to and sing the song 'London's burning.'

Look at differences in instrumental sound (sound of a burning fire – discuss duration, pitch and suitable instruments to use to replicate/reflect sounds).