

Bamburgh Class Overview- Autumn 1 2024

Topics Themes	History of Transport, Science Everyday Materials, DT Mechanisms: Wheels and axles Relationships: Ourselves and others; similarities and differences; individuality; our bodies.	
Subject	What we will learn this half term:	
English	This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills. Key texts this term will be: The Way Back Home by Oliver Jeffers & Grandad's Island by Benji Davis.	
	<p>Y1 SPAG & Writing composition</p> <p>Labels and Captions Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Form lower case letters in the correct direction. Form capital letters. Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Narrative Use full stops to demarcate simple sentences. Recognise and start to write from memory capital letters. Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory. Read their writing to an adult.</p>	<p>Y2 SPAG & Writing composition</p> <p>Description Discuss the language needed. Generate, select and effectively use adjectives. Use expanded noun phrases for description and specification. Secure the use of full stops and capital letters. Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book.</p> <p>Narrative Discuss and plan what to write about e.g. generating and developing vocabulary and ideas. Orally rehearse each sentence prior to writing including simple and compound sentences. Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat. Use past tense accurately and consistently for narratives, recounts and historical reports</p>
	<p>Y1 Reading Focus:</p> <p>Word reading: Apply phonic knowledge and skills as the route to decode words. Developing pleasure and motivation to read: When prompted through questioning, relates texts to own experiences. Orally retell stories using props and pictures.</p> <p>Understanding books: Activate prior knowledge. Develop and demonstrate their understanding of characters through role play and drama. Demonstrate understanding of texts by answering questions related to who and what. Discuss the main events in stories. Make predictions based on what has been read so far. Identify the main characters in stories. Participating in discussions about books, listen to what others say, responding by nodding or maintaining eye contact.</p>	<p>Y2 Reading Focus:</p> <p>Description Orally retell simple stories, fairy tales and traditional tales as part of a group. Recognise the use of repetitive language within a simple story. Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</p> <p>Narrative Sequence the main events in stories using prompts. Discuss in a small group. Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what and where question</p>
Maths	<p>Y1 Place value: Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line</p> <p>Addition and subtraction Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10</p>	<p>Y2 Place value: Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Step 5 Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p> <p>Addition and subtraction Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts</p>

	Addition – add together	Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10
Science	<p>Working Scientifically: Y1 Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment. Y2 Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction</p> <p>Shared texts: <i>The Three Little Pigs</i> <i>Who Sank the Boat by Pamela Allen</i> <i>The Tin Forest – Helen Ward & Wayne Anderson</i></p> <p>Questions to investigate: Why couldn't the wolf blow down the brick house? What material would you use to build a house? Is that a strong material? How could you test it? What materials can be recycled or re-used? What are the properties of the metals/materials?</p> <p>Key Scientists: Charles Mackintosh (Waterproof coat)</p> <p>Comparative test: Which materials are most flexible?</p> <p>Identify & Classify: We need to choose a material to make an umbrella. Which materials are waterproof?</p> <p>Observation over time: What happens to materials over time if we bury them in the ground?</p> <p>Pattern Seeking: Is there a pattern in the types of materials that are used to make objects in a school?</p> <p>Research: How are bricks made? Which materials can be recycled?</p>	
	<p>Year 1 Everyday Materials 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.</p>	<p>Year 2 Everyday Materials 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.</p>
Humanities (History and Geography)	<p>History of transport - Overarching enquiry question: What is transport, and how has it changed over time?</p> <ul style="list-style-type: none"> • Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval). Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use. • Know that people travel for different reasons; to get to work, for leisure and to migrate (i.e. to move to live in a different place). • Know that these different modes of transport were not all invented at the same time; use the timeline to recognise the order in which certain modes of transport were invented. • Know and use the words “before”, “after”, “earlier”, “later”, and “in (year)” to describe when these modes of transport were invented. Know that people first learned to ride horses as a mode of transport. • Know that Yuri Gagarin from Russia was the first man to fly in space in 1961. Know that Neil Armstrong was the first man to step on the moon in 1969. 	
Design & Technology	<p>Mechanisms: Wheels and axles</p> <ul style="list-style-type: none"> • To understand how wheels move. • To identify what stops wheels from turning. • To design a moving vehicle. • To build a moving vehicle. <p>Explain that wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues.</p>	
PSHE/RSE (British Values)	<p>Relationships Key Question: What is the same and different about us? Relationships Ourselves and others; similarities and differences; individuality; our bodies:</p> <ul style="list-style-type: none"> • What they like/dislike and are good at. • What makes them special and how everyone has different strengths; • How their personal features or qualities are unique to them. • How they are similar or different to others, and what they have in common. • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private. 	

	<p>British Values: Mutual Respect, Tolerance and Diversity Everyone is special Welcome to our class Core texts: <i>We are Britain!</i> By <i>Benjamin Zephaniah</i> We are all born free by Amnesty International</p>
RE	<p>Northumberland Agreed Syllabus Unit 1.2 Creation: Who Made the World? Who do Christians say made the world? (Creation) Make sense of belief: Retell the story of creation from Genesis 1:1 – 2:3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Understand the impact: Give a least one example of what Christians do to say ‘thank you’ to God for Creation. Make connections: Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian story and the world they live in.</p>
Computing	<p>Year 1 Unit 1.1 Computing systems and networks – Technology around us Develop an understanding of technology and how it can help. Become familiar with the different components of a computer by developing their keyboard and mouse skills, and start to consider how to use technology responsibly. Year 2 Unit 2.1 – Computing systems and networks – information technology around us How is information technology being used for good in our lives? Initial focus on IT in the home, explore how IT benefits society in places such as shops, libraries and hospitals. Discuss the responsible use of technology and how to make smart choices when using it. E-Safety: Follow safer internet rules. Understand personal information shouldn’t be shared online. Know how to act if they find inappropriate content online. Understand term, web address.</p>
Music	<p>Charanga Music School English Model Music Curriculum Scheme v2 Y2 Unit 1: Pulse, rhythm and pitch Social question: How does music help us to make friends?</p>
PE	<p>NUFC Foundation PE Coaching – Modified Team Games Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. Gymnastics Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children should come to school in their PE kit every Tuesday and Thursday.</p>

Useful links:
School360
Numbots
Spelling Shed
BBC Bitesize