



Autumn 1 NE3 and Our City!



All Around Me

Our Key Enquiry Question:
How can I make a difference?



Websites:

Collins ebooks
SeeSaw
Google Earth

Places to Visit:

Get outdoors in your local area; what hidden gems can you find? Discuss the features; are they human or physical? Where is your favourite place to visit?

Challenges for Home:

What is the most creative way that you can practise your tricky words?

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to be **#Creative** and **#Caring**

Through our creative curriculum, we will be **#HavingFun** whilst **#LearningTogether**.

We will continue to inspire and develop **#Courageousness** and **#Curiosity**

Having fun, learning together.
Curious, caring, creative and courageous.

Key Dates and Reminders:

P.E. days are **Thursday** and **Friday**
Forest school this half term will be for **Class 3**

Literacy

In Year 1 we want to encourage the children to be 'brave writers'. We will continue to strengthen our fine motor skills each day through a variety of fun activities and explore sentence structure with basic punctuation, adjectives to add detail and applying sounds from phonics. We will look at different forms of writing including short narratives, instructions and labels.

We will read with each child twice a week in a small group with their peers. We encourage children to not only read words, but to discuss text by predicting what might happen next, retelling the story in their own words and considering if it is similar to anything else that they have read. As we return to school, we will focus on applying the sounds learned in reception into words. Children will be encouraged to both segment and blend, to support reading.

Numeracy

This half term the children will consolidate the place value of numbers. We will work together to sort, represent and count numbers, before looking at one more and one less of a given number. The children will begin to compare numbers using the symbols for greater than, less than and equal to ($>$, $<$ and $=$). We often look at these symbols as greedy crocodiles eating the bigger number as a starting point.

We will also look at addition this half term, working practically and using part-whole models. We will look at fact families and the relationship between digits, before learning our number bonds to 10, both practically and via song!

PE *Having fun, keeping healthy and learning new skills...*

We will be developing our agility, balance and coordination skills through a variety of multi-skills activities. We will also look to enhance the children's understanding of teamwork as we play a variety of team games.

PSHE In PSHE, we will consider the question, 'Who looks after me?' and the children will think about people who care for them, and the role these different people play in their lives. We will explore what it means to be a family and consider how families are different. The children will also learn about the importance of telling someone, and how to tell them, if they are worried about something.

RE *Developing respect, tolerance, understanding and knowledge...*

In RE, the children will learn about 'belonging.' The children will consider which groups they are a part of, such as school, a family, group of friends or extra-curricular club.

Music *Listening, appreciating, interpreting, playing, developing...*

We will develop our understanding of pulse and rhythm by clapping the rhythm of our nap, clapping in time to the music and copy and create our own rhythms based on word patterns.

Computing

We will start the year by completing our Digital Literacy lessons, ensuring we know how to stay safe online. We will look at opening and saving documents and some simple word processing.

Having fun, learning together.
Curious, caring, creative and courageous.



Science

To start the year, we will think about what it means to be a good scientist, and explore the **skills** we hope to develop. The children will have opportunities to explore the science curriculum through weekly tasks and experiments. They will develop their **identifying and classifying** skills by through labelling the human body and exploring the five senses.

Each week we will explore one of our five senses and

Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking

Art/Design Technology

During art week, we will collapse the curriculum and deliver a full arts week. The children will think about what art means to them and look at exploring their very own sketch book and how to record their original and imaginative ideas.

In DT we will create our own puppets! The children will explore different textiles and design their own puppet before creating it. They will use a variety of skills such as cutting, stapling, gluing and pinning to join materials together and then decorate it in their own style.

Geography

The children will begin by looking at what Geography is, how to be a good geographer and the skills needed to do this. We will begin by focussing on the geography of Archibald First School by exploring the building and grounds and taking photographs. We will use these to investigate physical and human features to help us understand further.

The children will think about how Archibald has changed over the years by looking at images and talking to staff and why these changes have occurred. Did we always have a forest school?

Finally we will think about a change we can make to our school using our planning and decision making skills. This could be within the school building or outside in the grounds. The children will realise that they have to power to make a difference to their environment and make a positive change.

Location and Place, Cause and Effect, Planning and Decision Making, Change

All Around Me

How can I make a difference?

Key Vocabulary

Geography

- Aerial view
- Fieldwork
- Direction
- Local
- Community

Science

- | | | |
|------------|---------|-------------|
| • Head | • Foot | • Elbow |
| • Neck | • Thumb | • Healthy |
| • Ear | • eye | • Unhealthy |
| • Mouth | • Nose | • Clean |
| • Shoulder | • Knee | • Germ |
| • Hand | • Toes | |
| • Fingers | • Teeth | |
| • leg | | |

Literacy

Please discuss the following, how they look, and when to use them:

- Capital letter
- Full stop
- Finger space

Numeracy

- More/Less/Equal
- Compare
- sort
- Place value

Key Stage 1

- ***Can you read these words with a grown up and talk about what they mean?***
- ***Do you know any similar words?***

Key Stage 2

- ***Use a dictionary to find out the meanings of these words.***
- ***Have you ever come across the words before in a different topic?***
- ***Can you think of alternative words to use?***

Having fun, learning together.

Curious, caring, creative and courageous.