

English:

Phonics: to recognise and write:

Phase 3: sh, ch, th, ng, including long vowels; ai, ee, igh, oa, oo, r controlled vowels: ar, er, or, ir, ur. and ow, oi, ear, air and ure.

Phase 4: initial and final clusters. Polysyllabic words.

Read High Frequency words on sight:

Phase 3: See individual sets in reading diaries.

Writing:

To sequence stories, inventing characters, settings, and alternative endings.

Encouraging the children to form letters correctly, sitting them on the line.

To use finger spaces between words.

To punctuate using simple full stops and capital letters.

Grammar:

Nouns, verbs, prepositions and determiners. Past and presents tense. Possession

Physical development:

Static Balances and Co-ordination

Dynamic Balances and Agility.

Ball skills/ Team Games

Religious education:

Believing

Stories and celebrations

French:

Greetings

The weather

Personal, social and emotional development:

Identifying themselves within a new group/ class.

Identifying class rules, how to keep rules. Golden time and special mentions.

Learning to share, take turns & play together, building relationships.

Personal Hygiene and Safety. Looking after own needs and needs of others.

People within our family and the roles they play: family tree.

People who help us, and real life heroes.

Festivals: Harvest and Christmas.

Our culture and beliefs and how we celebrate.

Class 1



Speaking and listening

Interacting with each other. Speaking in clear, simple sentences. Responding to questions. Pronouncing sounds in words clearly.

Being polite, using manners: please, thank you and excuse me.

Rules of listening, being polite to each other. Listening and responding with questions. Following directions. Show & Tell (dates for individuals to follow).

Geography: Not this term.

History: to explore how transport has changed over time. To sequence people/ events in chronological order. To ask and answer questions using different sources of information. To develop an awareness of the past and significant individuals who contributed to national achievements: George Stephenson.

Science:

Changes and patterns within the environment. Seasons: Autumn and Winter.

Everyday Materials: To identify and name a variety of materials including: rock, paper, glass, metal and water. To compare and group materials according to their properties.

Computers:

Using simple programs; using tool bars to create effects.

Controlling a mouse and keyboard. To open, close and save files. To develop an awareness of internet safety.

Creating pictures using paint packages, working with digital photograph

Mathematics:

Counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Counting, reading and writing numbers to 100 in numerals

Identifying one more and one less than a given number

Completing and understanding addition sentences

Writing and recognising number bonds to 20

Recognising and finding half of a shape.

Art and Design:

To draw lines of different sizes and thicknesses using a range of tools. To colour in the lines.

To add patterns to work using dots, dabs, etc.

To show different tones by using coloured pencils.

Music

Learning a range of simple songs and actions, presenting to groups.

Acting, role playing and moving to music.

AUTUMN 1: Travelling	W1: 1ST SEP ASSESSMENT	W2: 7TH SEP ASSESSMENT TRAVELLING ON FOOT.	W3: 14 TH SEP ASSESSMENT BIKES	W4: 21ST SEP BOATS	W5: 28TH SEP CARS	W6: 5TH OCT TRAINS	W7: 12TH OCT FLIGHT	W8: 21ST OCT HARVEST: BONFIRE NIGHT/ HALLOWEEN
AUTUMN 2: Christmas	W9: 2ND NOV BONFIRE NIGHT ROOM ON A BROOM	W10: 9TH NOV ROCKETS	W11: 16TH NOV	W12: 23RD NOV WINTER	W13: 30TH DEC THE NATIVITY ASSESSMENT WEEK	W14: 7TH DEC THE NATIVITY	W15: 14TH DEC CHRISTMAS ENTERPRISE	

Early Reading – Reading

Listen to your child read. Ask questions about the books they have read.

Before reading the book:

- Can you point to the title?
- What is the title of the book?
- What do you think this story will be about?
- What might happen in the story?
- What does the blurb tell us about the story?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far?
- Is it what you expected to happen?
- What might happen next?
- How do you think the story might end? What sort of character is....?
- Is he/she friendly/ mean/ nice....?

At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book?
- Can you find it in the book?

Recommended books that link with our topic:

The Naughty Bus by Jan Oke

Traditional Tales:
The Gingerbread Man
Jack and the Beanstalk.

Room on a Broom: Julia Donaldson

The Journey Home from Grandpa's: Jemima Lumley

Great websites to support Phonics:

- <http://www.letters-and-sounds.com/>
- <http://www.phonicsplay.co.uk/>
- <http://www.bbc.co.uk/cbeebies/games/alphablocks-games>
- <https://www.oxfordowl.co.uk/for-home/>
- <http://www.starfall.com/>

Great websites to support Mathematics:

- <http://www.topmarks.co.uk/Interactive.aspx?cat=1>
- <https://www.bbc.co.uk/cbeebies/shows/numberblocks>
- http://www.familylearning.org.uk/place_value_games.html
- <https://www.oxfordowl.co.uk/for-home/>
- <https://www.youtube.com/user/KidsTV123>

<https://www.purplemash.com/sch/millhouse-s367>

Individual passwords will be issued to support home learning.



Class 1: PE: Wednesday Morning.

Please make sure kit is in school and earrings are taken out.

Spelling

Spellings will be sent home every Monday and the children will be tested on these spellings the following Monday. Please encourage your child to learn their spellings throughout the week. The spellings will be based on the sound that we are learning that week in phonics. A useful website for helping with the learning of phonics is <http://www.phonicsplay.co.uk/>