

Girton Glebe Primary School Curriculum Organiser

Year 1 (Maple) – Autumn 2

Key Skills

- Understand the term significant and explain why a significant individual is important.
- Order information on a timeline.
- With support, gather and record simple data in a range of ways.
- Compare and group materials in a variety of ways, such as based on their physical properties (e.g., being natural or human-made).
- Describe the simple physical properties of a variety of everyday materials.

Moon Zoom



Key Knowledge

Solar System

Our Solar System is made up of the Sun and eight planets. They are called Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. There are also moons and dwarf planets in our Solar System. Pluto is a dwarf planet. We live on Earth. Earth is the third planet from the Sun. It is the only planet in our Solar System where life is currently found. Earth's moon is made from rock. The moon does not give off light – it reflects the Sun's light like a mirror. The Moon is always in the sky but the sun shines so bright in the day that it is hard to see.

Astronauts

An astronaut is a person who has trained to travel into space. They have to train for a long time. Astronauts travel into space in a rocket. Some astronauts have visited the Moon. Others have orbited Earth or visited the International Space Station. Neil Armstrong was an American astronaut. He was the first man to walk on the Moon on the 20th of July 1969.

Everyday Materials

A material is anything that is used to build or make something (e.g., wood, plastic, glass, metal). Objects can be made from many kinds of material. Materials have different

Key Vocabulary

Solar system	planet	moon	orbit
rocket	astronaut	space	star
International space station	transparent	strong	hard
	waterproof	shiny	soft

properties so they can be used in a range of ways.

English

The main focus in English this term will be to use our phonic knowledge to sound out words and include full stops, capital letters and finger spaces in our writing. We will be focussing carefully on forming the letters in the correct direction.

As a class, we will read 'Beegu', alongside non-fiction books to help us with our Topic unit this term.

We will cover the following skills:

- Use capital letters for proper names.
- Form letters of the correct size and orientation starting and finishing in the right place.
- Use full stops and capitals to demarcate sentences.
- Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'.
- Begin to punctuate sentences correctly; joining words and sentences using 'and', 'but' and 'or'.
- Write sentences by sequencing to form short narratives.
- Continuing to learn and consolidate phonic sounds and spelling of common exception words.
- Exploring the structure of simple stories.
- Exploring the difference between fiction and nonfiction.

Maths

Maths this half term will carry on with addition and subtraction before we look at some geometry. We are still reinforcing our subitising. We will also be working a lot on being able to explain how we know something. We are also valuing highly the different ways that children explain their understanding.

Number

- Recapping the number facts for all the numbers up to 10 and trying to remember as many as possible (having made them in many ways with physical and pictorial representations to help).
- Addition and Subtraction
- Subtraction using part whole models (understanding and using our number fact knowledge)
- Subtraction by crossing out/taking away
- Using a number line for addition and subtraction

Geometry

- Recognise and name 2D Shapes (describing their properties)
- Recognise and name 3D shapes (describing their properties)
- Use the shapes in patterns. Recreate patterns, continue patterns, make our own patterns.

Throughout both of these areas of learning we will be doing lots of reasoning and problem solving to deepen our understanding.

<p><u>Forest School (Outdoor Learning)</u></p> <p>This half term's unit will be 'Seasonal Changes'.</p> <p>This project teaches children about the four seasons, with a particular focus on autumn and winter. Children will learn what the word <i>weather</i> means and find out how different types of weather can be measured. Children will use a class weather station to observe measure and record the weather across the seasons. They will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife. A range of learning activities are used in this unit including observation and discussion in the context of outdoor learning.</p>	<p><u>Art/DT:</u></p> <p>This half term we will start to learn about landscape art, focusing on the enquiry questions 'Who was Vincent Van Gogh?' and 'What can we find out about The Starry Night?'. Inspired by Van Gogh's style, Maple will be producing landscape paintings using a range of mediums and materials, including oil pastels and card.</p> <p>During this unit we will:</p> <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space. 	<p><u>PE:</u></p> <p>Ball Skills - Tuesdays Dance - Fridays</p> <p>During these topics we will focus on the following skills:</p> <ul style="list-style-type: none"> • Physical: dribble with hands, roll, throw, catch, dribble with feet, track, actions, dynamics, space, relationships • Social: communication, support others, co-operation, respect, work safely, collaboration • Emotional: perseverance, honesty, determination, empathy, confidence, acceptance, determination, kindness • Thinking: exploration, make decisions, comprehension, use tactics, creativity, select and apply actions, copy and repeat actions, provide feedback, recall <p>This half term, Maple will have Scooterbility.</p>
<p><u>PSHE</u></p> <p>The topic this half term is "Celebrating Difference".</p> <p>The topics covered include.</p> <ol style="list-style-type: none"> 1. Similarities 2. Differences 3. What is bullying? 4. What do I do about bullying? 5. Making new friends 6. Celebrating difference; celebrating me 	<p><u>Music- Mrs Hamilton (Cambridgeshire Music)</u></p> <p>Menu song & African Influences</p> <ul style="list-style-type: none"> • Active listening (movement) • Beat • Create a dramatic group performance using kitchen- themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. <ul style="list-style-type: none"> • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi- re-do. • Listen and move in time to the song 	

Computing- Mr Meachen (Junior Jam):

iProgram

Pupils will use a variety of apps to learn key coding skills. The sessions will start by tasking students to find solutions to everyday tasks before applying this logical thinking to solve a series of problems within the app Kodable. This will culminate in learning how to use the coding language Blockly, using the app 'Daisy the Dinosaur'.

R.E

In RE, this half term's focus will be **Diwali**.

Diwali, the festival of lights, is celebrated in October or November and is one of the most popular Hindu festivals. It lasts for five days and marks the Hindu New Year.

Many stories and traditions are celebrated at Diwali. The story of Rama and Sita shows the triumph of good over evil, a clean house, new clothes and presents mark the start of the New Year, and lights, rangoli patterns, footsteps and decorations welcome goddess Lakshmi into homes to grant good fortune. Diwali is an exciting festival full of fun, food, family time and light.

In this unit children will:

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.