



Class One Curriculum Information Autumn 1 2019

Traditional Tales and All About Me

This half term Class One are getting to know each other as well as our own bodies as part of our All About Me learning, as well as exploring Traditional Tales with a focus on The Three Little Pigs and The Little Red Hen.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. If you would like any further information please come and speak to me and I will gladly help.

Miss Berry

<u>Curriculum Area</u>	<u>Main learning</u>	<u>Key Skills</u>	<u>Key vocabulary</u>
R.E.	<ul style="list-style-type: none"> For children to know that God loves each one of them always and at all times. They begin to hear about God's wonderful world. 	<ul style="list-style-type: none"> Know that God made the world. Think about all the things God has made for us. Know that God has asked us to care for the world. Think of ways in which we can help to do this. Know that God loves and cares for each one of us. Reflect on what this means for us. Know that God made each one of us different and special. Reflect on how we can thank God for everything. 	<ul style="list-style-type: none"> Catholic God Creation story Reflect Creator Belief Thanking World Stewardship Responsibility Protect Environment
English	<ul style="list-style-type: none"> Read and tell a range of traditional tales, with a focus on The Three Little Pigs and Write a Character Description in the form of a Wanted Poster Hot seat in role as characters, discussing and innovating their motivation and how they may feel Practise letter writing as a sorry letter from the Wolf's point of view and then initiate own sorry letter from the Bull, Instructional Writing for Bread Making 	<ul style="list-style-type: none"> Identify basic story elements and represent outlines of plots. Talk about the reasons for events in stories. Make comparisons between stories and identify typical features, for example beginnings and endings, story language, typical characters. Children use pictures, puppets or props to help them remember the main events and characters as they re-enact stories. Look at particular story characters and identify information in the text, for example appearance, behaviour, how they speak. Make predictions about how they will behave in different situations. Children retell a traditional tale in their own words using a series of sentences to sequence events. Support children in organising the sentences into three sections: beginning, middle and end. 	<ul style="list-style-type: none"> Story Language Story openers Once upon a time... Long, long ago... Once there lived... One day there was... In a faraway kingdom... Repeating phrases By the hairs on my chinny, chin, chin. I'll huff and I'll puff and I'll blow your house down. Little pig, little pig, let me come in. Who will help me to plant/water/cut/grind/knead/bake/eat the wheat/dough/bread? Mirror, mirror on the wall, who is the fairest of them all? Who's been eating my porridge/ sleeping in my bed/sitting in my chair? Trip, trap, trip, trap. Time openers Early one morning... Next... Unfortunately... Now when... Then one day... The next day/morning... On his way... But as soon as... It wasn't long before... Soon afterwards... When along came... That very morning... Suddenly... At midnight... Traditional endings They lived happily ever after. The End. They would never want for anything ever again. ...and nothing was heard of the _____ ever again. Description Over hill and dale, across fields and moors. ...danced elegantly He wanted to marry... ...searched far and wide... Adjective Traditional Fiction Version Plot Setting Character Beginning Middle End
Maths	<p>The children will be taught skills in:</p> <ul style="list-style-type: none"> Counting forwards and backwards in 1s, 2s, 5s and 10s Place value Calculation methods starting with addition and subtraction Shape, position and pattern work Mental skills and recall of doubles, 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read, write and order random numbers to 50 in numerals, counting in twos Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), (subtraction (-)) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add (and subtract) one-digit numbers to 20, including 	<p>Number read and write numbers from 1 to 20 in numerals and words, use the language of number, count, count (up) to, count on (from, to), count back (from, to) forwards, backwards, ones, tens, digit, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less fewest, smallest, least, most, biggest, largest, greatest, many, odd, even, pattern, pair, equal to, more than, less than, how many ...? same as, more, less, most, least,</p> <p>Geometry shape, pattern, flat, curved, straight, round, solid, sort, make, build,</p>



	halves, bonds to 10 and 20	zero <ul style="list-style-type: none"> Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles 	draw, size, bigger, larger, smaller, symmetry, symmetrical, symmetrical pattern, pattern, repeating pattern, match. 2-D shape: corner, side, point, pointed rectangle, square, circle triangle. 3-D shape: face, edge, vertex, vertices cube, cuboid, pyramid, sphere, cone, cylinder
Science	<u>My Body</u> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body Say which part of the body is associated with each sense Say which part of the body is associated with each sense <u>Seasonal Changes</u> <ul style="list-style-type: none"> Use senses to observe changes across four seasons (Autumn) Observe and describe weather associated with the seasons 	<ul style="list-style-type: none"> name parts of my body label parts of the body understand what my senses are and what they are for use the sense of hearing to listen carefully to sounds around me use my senses to find out what something is label the body with the correct sense and where it comes from. understand what the sense of sight is and what I am able to see with my eyes know what colour my eyes are answer questions about what is the most and least popular name the seasons in the year and which season we are in now name different types of weather notice the changes that are happening in my environment 	<u>My Body</u> Sense, eye, sight, see, ear, hearing, listen, smell, nose, touch, feel, hands, skin, taste, tongue, sweet, sour, salty, sharp, head, skull, eyes, nose, ears, mouth, teeth, tongue, skin, hair, neck, shoulders, arms, wrist, fingers, elbow, chest, stomach, abdomen, hips, legs, knees, feet, bottom, ankles, toes, nails, calves, thighs, back, spine, knuckles, joints, muscles, tummy <u>Seasonal Changes</u> <ul style="list-style-type: none"> Season Autumn Winter Spring Summer Weather
History	The children will create their own family tree, explain to peers the people who are important to them, and explore how life their current childhoods may have differed from those close to them.	<ul style="list-style-type: none"> Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	The present, the past, the future, old, new/recent, parent grand parent, great grand parent, clue, memory, lifetime, year, decade, century, ancient, modern, time line, date order, similar, different, because, important, living memory, toys, materials, simple, inventions, homes, houses, generation, drawing, photograph, camera, detective, opinion, artefact, What...? When...? Where...?
Art	The children will get to plan and then create a collage picture of their favourite Traditional Tales character and also use fruit and vegetables for printing patterns.	<ul style="list-style-type: none"> Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. 	<ul style="list-style-type: none"> Thick Thin Broad Narrow Fine Pattern Line Shape Detail Primary (colour) Light Dark Shade Bright
ICT	<ul style="list-style-type: none"> To log in safely. To create an Avatar. To learn how to find work in the Online work area and find teacher comments. To learn how to search Purple Mash to find resources. To add pictures and text to work. To explore the tools section and about common icons. To understand the importance of logging out when finished.	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> Purple mash, login, safely, avatar, my work folder, passwords, online work area, save, picture, work tab, icon, photo gallery, log out
Music	<ul style="list-style-type: none"> The children will use their voices expressively and creatively by singing songs and speaking rhymes related to the Traditional Tale Jack and the Beanstalk. To play tuned and 	<ul style="list-style-type: none"> Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. 	<ul style="list-style-type: none"> Verse Beat Loud Quiet Fast Slow High Low Deep



	untuned instruments musically.		
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