

## English

This half term our key texts include: Imagine You're a Knight, The Worst Princess, Zog, and The Snowflake Mistake.



The focus for each text will vary as the Year 1 and 2 children begin to write with a purpose to either entertain or to inform e.g. writing a set of instructions on how to be a dragon. For a comprehensive list of our key texts and an overview of the writing focus week by week [click here](#).

## Phonics



Children Year 1 and 2 will all undertake a 30 minute phonics or SPaG session daily. The children will learning four new sounds per week or new spelling rules, with the opportunity to re-visit and put their learning into practise throughout the week.

Y1- Children will consolidate learnt sounds from Phase 3, before moving onto Phase 5

Y2 -Children will be consolidating Phase 5 and 6 Phonics before moving onto spelling patterns through SPaG after half term

## Religious Education

Big Questions:

- Who is a Christian and what do they believe?
- How and why do we celebrate special times?



We will be discussing who Christians believe Jesus and his family are and how Jesus helped others. In the latter part of the half term, we will be looking into and retelling the Christmas story.



Our vision is simple. We want everyone to SHINE.  
*'Do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16*

## Infants Curriculum Learning Overview – Autumn - 2022



### **Turrets and Tiaras Winter Wonderland**



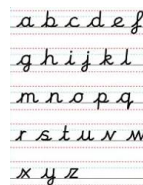
Enrichment Opportunities: Church visits, seasonal walks around our local area and the Nativity.

## How can I help with my child's learning?

- Practising reading and writing common exception words
- Daily reading
- Sharing Story (to come after half term)
- Practising automatic recall for addition and subtraction facts first up to 10, then up to 20

## Handwriting

Handwriting is taught separately as children practise their letter formation. Year 1 and 2 children will begin to practise their pre-cursive handwriting.



## Mathematics

Year 1

*Number, Place Value and Addition and Subtraction*

- Previous Reception experiences and counting within 100
- Comparison of quantities and part-whole relationships
- Numbers 0 to 5

Year 2

*Number, Place Value, Number Facts and Addition and Subtraction*

- Numbers 10 to 100
- Calculations within 20
- Fluently add and subtract within 10
- Addition and subtraction of two-digit numbers

## Mastering Number

We are fortunate enough to be participating in a scheme from the NCETM called 'Mastering Number'. The aim of this scheme is that over time, children will leave Key Stage 1 with fluency in calculations, a confidence and a flexibility with number.

The focus over the course of the year will be subitising, cardinality, ordinality, counting, composition, comparison and number facts.



## PE



The children will enjoy 2 PE sessions within the week (Tuesday and Thursday)

One of the lessons will be ran by [Sporting Influence](#) who will be working on agility, balance and co-ordination through a range of different team games and challenges.

The other PE sessions follow a scheme called REAL PE. This scheme real PE gives every child the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. The unique, child centred approach transforms how we teach PE to include, challenge and support every child.

There will be a focus on 2 books over the next term – Ringo to the Rescue and Clowning around. The books are used to support and reinforce the learning that the children are doing in their Sporting Influence sessions.

## Music



Pulse and Rhythm – All about me  
The children will be able to:

- Clap the rhythm of their name.
- Clap in time to music.
- Sing the overall shape of a melody.
- Play in time to music.
- Copy and create rhythms based on word patterns.
- Play on the pulse.

Classical music, dynamics and tempo- Animals  
The children will be able to:

- Observe others and try to play appropriately.
- Sing in time from memory, with some accuracy.
- Play either a call and/or a response role in time with another pupil.
- Keep a steady pulse.
- Improvise, using their instrument, to a given stimulus.

## PSHE

This term, children will be asked the questions and given the opportunity to reflect upon:

- What makes us special?
- What is the same or different about us?
- Who is special to us?

In addition to the curriculum questions above, children will continue to explore our school rules and expectations, as well as settle back into school routines.

## History

### *Significant Historical People* Henry VIII and The Monarchy



- Know who the monarch rules and the roles of the people within a castle.
- Know who our current monarch is and some key facts about them.
- Know who Henry VIII was and some key facts about him.
- Label the different parts of a castle.

## Science



### *Living Things and their Habitats*

- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

### *Seasonal Changes*

- Continuous and regular exploration across the year.

The children will be observing changes across the four seasons. This half term they will observe autumnal changes, and looking for signs of autumn e.g. collecting leaves and conkers. Whilst comparing the other seasons to Autumn, the children will learn about how different animals prepare for the seasonal change e.g. hibernation.



## DT



### *Textiles*

This unit's theme is based on the children choosing a storybook character to base their puppet designs on. The Infants children will

### *Puppets*

- Join fabrics together using pins, staples or glue.
- Design a puppet and use a template.
- Join their two puppets' faces together as one.
- Decorate a puppet to match their design.



### *Pouches*

- Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.
- Prepare and cut fabric to make a pouch from a template.
- Use a running stitch to join the two pieces of fabric together.
- Decorate their pouch using the materials provided.

## Computing Programming

### *Algorithms unplugged*

- Explain what an algorithm is.
- Write clear algorithms.
- Follow an algorithm.
- Explain what inputs and outputs are.
- Create an achievable program.
- Decompose a design into steps.
- Identify bugs in an algorithm and how to fix them.



### *Algorithms and debugging*

- Decompose a game to predict the algorithms.
- Give a definition for 'decomposition'.
- Write clear and precise algorithms.
- Create algorithms to solve problems.
- Use loops in their algorithms to make their code more efficient.
- Explain what abstraction is.



### *E-Safety*

- Discuss what the internet is and how it can be used.
- Recognise that the internet may affect mood or emotions.
- Recognise how internet use can affect and upset other.
- Identify which information is appropriate to share and post online and which is not.