

## Geography

Pupils will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

In their lessons, they will learn the following:

- Why does Sunny live in the Kalahari desert?
- Which animals live in cold places like the North & South Pole?
- How do Polar Bears keep warm?
- What do we mean by hot and cold colours?
- Why do people usually like going to hot places for their holidays?
- Why do we wear different clothes in summer and winter?
- How can we create a Meerkat dance?

Reflection: Would you rather be a Meerkat or a Penguin?

## Art & Design

Children will learn the three primary colours (yellow, red and blue) and begin to explore colour mixing. By the end of the half term, children will be able to mix primary colours to make secondary colours and identify warm and cool colours.

## DT

Pupils will make a 3D Meerkat Paper Model using recycled materials. They will identify the strengths and weaknesses of their design ideas, evaluate their design and explain how the finished product could be improved.

## Year 1

### Autumn 1 Curriculum Map

Big Learning Question (Theme):  
**Why can't Meerkats live in the North Pole?**

### Links to Our School Values & The British Values?

Pupils will be learning about **mutual respect** for **tolerance** of those with different faiths and beliefs and for those without faith through RE by accepting that other people might have different beliefs & religions to our own.

In PSHE, we will discuss that although we might not always agree with other people, it is important to show respect for their thoughts and feelings.

They will also learn about **democracy** through School Council elections & **the rule of law** when learning & embedding the school rules.

## English

Learning will be based on our Main Text:



### Meerkat Mail by Emily Gravett

Linked to our big learning question/theme, pupils will meet Sunny, a Meerkat who lives in the Kalahari desert in Africa, with his family. They will join Sunny on an adventure to visit his cousins.

#### Writing outcomes:

- Diary entry
- Postcard
- Letter

#### Reading:

As well as reading Meerkat Mail, pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books;
- Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done;
- Express views and opinions about reading
- Re-read writing to check it makes sense and make simple revisions

They will also be focusing daily on reading skills such as inference, prediction, retrieval, decoding, fluency etc. this will be done through their daily 'Reading to Learn' slot.

#### Spellings test day:

Spellings will be given out on Fridays with homework & pupils will be **tested every Thursday**.

## Save The Dates!



**Day: A trip to Whipsnade Zoo**

**2nd October 2018**



**Finish: Sticky Ice Experiment**

## Maths

### Number & Place Value Solving Problems & Reasoning

Pupils will be learning to:

- **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- **Given a number, identify one more and one less.**
- Read and write numbers from 1 to 20 in numerals and words.
- **Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.**

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 1 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

## Science

### How do the seasons impact on what we do?

**By the end of this unit, all pupils should be able to:**

- Observe changes across the four seasons.
- Name the four seasons in order.
- Observe and describe weather associated with the seasons.
- Observe and describe how day length varies.

**Some pupils will be able to (challenging):**

- Observe features in the environment and explain that these are related to a specific season?
- Observe and talk about changes in the weather?
- Talk about weather variation in different parts of the world?

## Religious Education

### What is important to you?

**By the end of this unit, pupils will be taught to:**

Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

In their lessons, they will learn the following:

- What one thing would you take on a long journey and why?
- Who is important to you and why?
- How do we show that we care for someone?
- What is most important to a Muslim?
- What is most important to a Christian?
- What is most important to a faith represented in our community?

Reflection: Can I write a poem about people and things important to me?

## Computing

### Unit 1: Movement and drawing

**Pupils will be learning about:**

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Introduction to algorithms (moving & drawing).
- **Cross-curricular information technology (using IT to research our topics):** researching meerkats using Google Safe Search, using the keyboard and mouse accurately on Paint when drawing flags.

## PSHE

### Meerkat Health & Wellbeing

#### Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity and equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

#### During their lessons, pupils will learn how:

- To set a goal
- To understand and explain how to keep teeth healthy
- To understand the importance of food
- To understand the difference between healthy and unhealthy foods
- To understand the importance of variety on a diet
- To explain how to use medicine safely
- To explain what voting is and why it is important ([Link to Student Council Elections](#))
- To identify different types of bullying and explain what to do if they are being/witness bullying ([Link to Anti-Bullying week](#))
- To identify and explain a range of positive and negative emotions

## Physical Education

Pupils will learn to:

- Develop a range of basic skills, actions and ideas.
- Remember and repeat simple skills and actions with increasing control, showing agility, balance and coordination.
- Choose and identify skills and actions and apply these in isolation and combination.
- Observe, copy and describe what they have learnt, suggesting how to improve.

## Home Learning

Children are expected to read at home every night.

Reading record books will be **sent home every day for parents to write in.**

Please ensure you write a comment in your child's Reading Record after listening to them read. If you would like any support with what to write, please speak to your child's class teacher.

PE kits must be in school on **Mondays** and will be sent home on **Fridays.**

## Music

### 'Outside'

Pupils will:

- Explore the sounds that surround them in everyday life.
- Use body percussion and percussion instruments to recreate these sounds.
- Arrange these sounds to form their own compositions.
- Investigate different ways that they can notate their compositions using a series of pictures and symbols.