

### Dates for your diary:

September 28<sup>th</sup> - October 6<sup>th</sup> Henley Literary Festival

Parents Evening – Date to follow

## KS1 Curriculum Newsletter Autumn 1 2024



During Autumn 1 we will be starting our topic of 'Inter-Nation Media Station' where the children will learn about the history of media and broadcasting. Following this we will move onto the topic of 'Paddington's Passport'. The topic web below outlines how the different subject areas will be covered. Please note: Some activities may change or different activities may be added depending upon which areas the class choose to investigate further.

**English** The Write Stuff: This term we will be exploring the popular text **The Bear and the Piano** written by David Litchfield to complete their fiction unit about writing an adventure story to entertain. The children will explore seven key plot point moments from the texts and will build their writing around them. The children will use the writing rainbow to learn about including the following elements in their writing: questions, characters feelings, time adverbial phrases, 'ing' verbs, dialogue, past tense verbs, exclamation sentences, using repetition for effect, using onomatopoeia and alliteration.



### Maths – Maths Mastery (White Rose Maths)

**Year 1 – Place Value (within 10)** - The children will sort objects, count objects, count objects from a larger group, represent objects, recognise numbers as words, count on from any number, count backwards within 10 and explore finding 1 more and 1 less. Following this they will begin their **Addition & Subtraction** unit. The children will be introduced to parts and wholes, explore the part-whole model, write number sentences, explore fact families (addition facts) and learn their number bonds within 10.



**Year 2 – Place Value** – The children will recap numbers to 20, count objects to 100 by making 10s, recognise tens and ones, learn how to use a place value chart, partition numbers up to 100, write numbers to 100 in words, flexibly partition numbers to 100, write numbers to 100 in expanded form, count in 10s on the number line to 100, explore 10s and 1s on the number line to 100, estimate numbers on a number line, compare objects, compare numbers, order objects and numbers, count in 2s 5s and 10s and count in 3s. Following this the children will begin their **Addition & Subtraction** unit where they will learn about addition and subtraction facts within 20.

### P.E

**Outdoor PE**: This term the children will be led by sports coaches in Attack, Defend, Shoot and Tag Rugby. They will understand the role of defenders and attackers, recognise who to pass to and why, learn the correct techniques for handling a rugby ball, develop throwing, catching and running skills with a rugby ball, learn how to defend as a team and explore attacking skills to get closer to the try line.



**Indoor PE**: Through team building activities, children will learn how to cooperate with a partner, explore and develop working as a team, develop talking, listening and sharing skills and to use speaking and listening skills to lead their partner.



## Inter-Nation Media Station



**R.E** - The children will be learning about Judaism and answering the key question **What does Torah mean for Jewish people?** They will develop an understanding about the Torah being a special book for Jewish people which contains laws and history. The children will demonstrate an understanding of how Jewish people follow the teachings of the Torah. They will make connections between some of the teachings and the way that some Jews live their lives. By the end of the unit the children will be able to retell some of the history of the Jewish people and suggest why that may be important to Jews.

To support your child's learning you could do some research, create a mind map or make a fact file about the Torah and its importance to Jewish families. It would be wonderful if the children could bring in their home learning to share with the class.



### Learning Means the World – Dimensions Curriculum

Our "Inter-Nation Media Station" topic has a History focus all about the early methods of communication, leading to the invention of both the television and radio.



**History** - The children will learn about how news was shared in the past compared to today. They will develop an understanding of the terms 'media' and 'broadcasting'. The children will discuss some of the advantages and disadvantages of present-day media coverage. They will learn about the invention and development of television and radio.

**PSHE** – The children will understand that it is important to share their opinions and to be able to explain their views confidently. They will listen to other people and play and work cooperatively. The children will learn about the difference between facts and opinions, following this they will learn to take part in a simple debate about topical issues. Whilst debating, the children will be encouraged to express their views and feelings in a positive way. Lastly, the children will learn about the importance of internet safety.



**ART** – The children will explore colour pops whilst looking at the work of Theresa Elvin.



**Music** – The children will know what a jingle is and understand its purpose through exploring a variety of different jingles. The children will know what sound effects are and how they are used. They will know what lyrics are in a song.



**Computing** – The children will develop their confidence in oracy, through opportunities to work on their own broadcasts. The children will learn about using basic photo editing techniques. They will identify the common uses of information technology beyond school. The children will listen to and create their own radio broadcast.



By the end of the unit the children will be able to identify different media sources which are local to them e.g. newspapers, magazines, TV channel, apps. They will make comparisons between media and broadcasting from the past to the current day. Lastly, the children will imagine what communication may be like in the future and predict ways in which we might be communicating in one hundred years' time.