



Resource Base Curriculum Overview
Autumn 1.1

Teaching team:

Class Teacher: Miss Williams

Support Staff: Mrs Shaikh, Miss Chauhan, Mrs Rouf

SLT: Miss Simpson

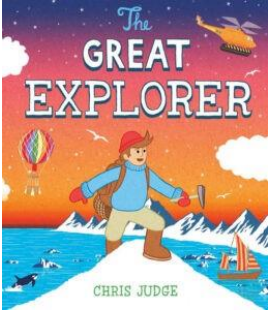
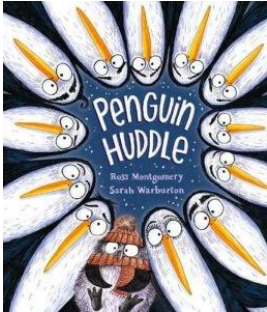
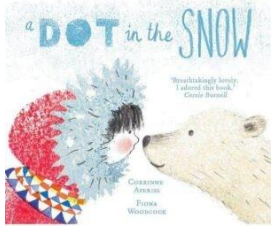
PE Days: Wednesdays and Fridays

On these days, children must be wearing their PE kits. This includes a white t-shirt, black tracksuit bottoms, leggings or shorts and trainers.

Homework:

Every child will be given a reading book each **Friday**. This is to be shared with an adult/older sibling during the week and should be returned no later than **Wednesday** so that staff have time to change it and return it on Fridays.

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	How is the Arctic different to where I live?		
Class Texts	<p>The Great Explorer</p> 	<p>Penguin Huddle</p> 	<p>Dot in the Snow</p> 
Writing	<p>Curriculum: Setting description Fact file</p> <p>Early interaction: Looking at pictures with an adult and choosing a symbol/word to identify and label</p> <p>Sensory: Show fleeting interest in a story and explore resources linked to the text</p>		
Reading	<p>Curriculum: 1b) Retrieval 1c) Sequence of events</p> <p>Early interaction: Explore and engage with an increasing range of books. Identify who</p> <p>Sensory: Attend to one sensory element linked to the story.</p>		
Maths	<p>Curriculum: Number & Place Value Shape</p> <p>Early interaction: I can take part in activities related to grouping objects. Count an irregular arrangement of up to 10 object Begin to match numeral and quantity correctly</p> <p>Sensory: Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks). Watch/listen to number songs and experience number activities. I am developing an awareness of number names through an enjoyment of action rhymes and songs.</p>		
Science	<p>Formal: Living things and habitats</p>		

	<p>Know the differences between living things, dead and non-living things.</p> <p>Know what a habitat is.</p> <p>Know what a food chain is and how animals depend on each other.</p> <p>Semi-Formal: <u>Living things and habitats</u> Explore pictures and objects related to animals and their habitats (begin to match or group objects).</p>
Art & Design	<p>Formal: <u>Creating:</u> Use different textured coloured paper to create collages <u>Technique:</u> Explore shape and texture to create simple collages. Texture – rough and smooth. Patterns - repeating. <u>Exploring artists:</u> Explore the collage art of Jason Mecier and Annegret Soltau.</p> <p>Semi-Formal: <u>Creating:</u> Use coloured paper to create simple collages. <u>Technique:</u> Explore colour to create simple collages. Exploring colours. <u>Exploring artists:</u> Explore images with contrasting colours.</p>
Design & Technology	<p>Formal: <u>Design:</u> Design a functional product based on design criteria. Communicate some simple design preferences <u>Make Skills:</u> Joining with glue. Select and use an appropriate tool from a small selection of tools to complete their design. Select an appropriate material or component from a small selection to make their design. <u>Evaluate:</u> Give a personal opinion about an existing product (product linked to design criteria). <u>Technical knowledge:</u> Identify if parts of their design should be made stronger, stiffer or more stable.</p> <p>Semi-Formal: <u>Design:</u> Make a simple product alongside an adult by following a set plan. <u>Make Skills:</u> Joining with glue. Use an appropriate tool with adult support to complete their design. Use appropriate material to make their design. <u>Evaluate:</u> Touch and feel an existing product (product linked to design criteria). <u>Technical knowledge:</u> Explore the touch and feel of different textiles materials</p>
History	<p>Formal: <u>The lives of significant individuals in the past who have contributed to national and international achievements.</u></p>

	<p>Study of Ernest Shackleton, his achievements and what future polar explorers learnt from his explorations.</p> <p>Semi-Formal: <u>Events beyond living memory that are significant nationally or globally</u> Exploration of changes in transport over time.</p>
Geography	<p>Formal: <u>Compare and Contrast</u> Understand geographical similarities and differences through the study of human and Physical geography of Antarctica and the UK Use maps, atlases, globes and digital/ computer mapping to locate North and South Poles and UK.</p> <p>Semi-Formal: <u>Compare and Contrast</u> To engage with stimulus related to the Arctic</p>
PSHE	<p>Formal: <u>HL1 Healthy Eating</u> Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat. Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. Identify some influences on our food choices, and when these might be positive or negative</p> <p>Semi-Formal: <u>HL1 Healthy Eating</u> Respond to different stimuli about what it means to be 'healthy' Identify foods that we like and dislike to eat Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while. Explain why some foods are healthier than others. Explain why we might need to eat foods we might not like very much.</p>
Computing	<p>Formal: <u>Digital Painting</u> I can make marks on a screen and explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint tools to draw a picture I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist I can make dots of colour on the page</p>

	<p>I can change the colour and brush sizes I can use dots of colour to create a picture in the style of an artist on my own</p> <p>Semi-Formal: <u>Digital Painting</u> I can make marks on a screen I can draw lines on a screen I can use the paint tools</p>
Music	<p>Formal: Listen to different music and songs and say what they like or dislike. Tap or clap simple repeated rhythms. Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</p> <p>Semi-Formal: Join in with simple repeated rhythms. Listen with increased attention to sounds.</p>