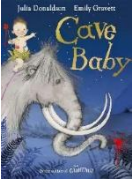


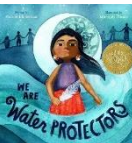

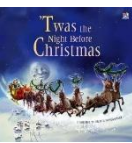
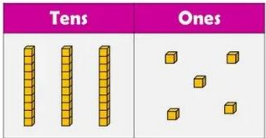
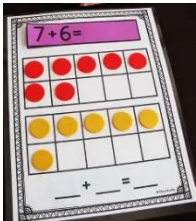
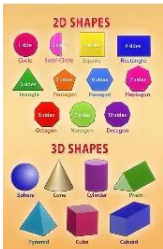


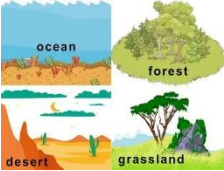










## Cedar Class Autumn Curriculum Overview

We will cover a range of topics in the following subjects during our first term in Cedar Class.  
The following information applies up until Christmas.




Subject	Focus	Home Learning
<p data-bbox="165 331 263 365"><b>English</b></p>      	<p data-bbox="491 331 999 365">This term in English we will be reading:</p> <p data-bbox="552 376 938 409"><a href="#">Cave Baby</a> by Julia Donaldson</p> <p data-bbox="448 421 1038 454"><a href="#">The Journey Home</a> by Frann Preston-Gannon</p> <p data-bbox="413 465 1074 499"><a href="#">The Big Book of the UK</a> by Imogen Russell Williams</p> <p data-bbox="448 510 1038 544"><a href="#">We are Water Protectors</a> by Carole Lindstrom</p> <p data-bbox="552 555 938 589"><a href="#">Astro Girl</a> by Ken Wilson-Max</p> <p data-bbox="408 600 1082 656"><a href="#">Twas the Night Before Christmas</a> by Clement Clarke Moore</p> <p data-bbox="400 712 1090 1037">We will use these texts as starting points for various fiction and non-fiction texts. Our focus will be on correctly writing simple sentences with accurate punctuation. This will be done through a range of shared, dictated and independent writing. Your child will build on the skills last year and continue to use Fred Fingers to spell words using their phonics knowledge.</p> <p data-bbox="400 1093 1090 1238">Where appropriate, children will continue to receive daily Read Write Inc. sessions to continue to develop their sound knowledge, reading fluency and comprehension skills.</p> <p data-bbox="389 1294 1101 1473">Those children who are no longer receiving RWI sessions, have whole class reading instruction sessions twice a week exposing them to a variety of texts and three lessons a week focussing on spelling rules and patterns.</p> <p data-bbox="389 1529 1101 1630">All the children practise their handwriting skills daily, focussing on letter formation, size of letters and being able to write on the line.</p>	<p data-bbox="1267 331 1374 365"><b>Reading</b></p> <p data-bbox="1139 376 1501 1081">Share stories regularly with your child and discuss what is happening. As well as encouraging them to read their AR books independently, listen to them read aloud and ask them questions about what they have read. When reading RWI books, please read the speedy green words, story green words and red words before reading the text. Speedy recall of these words will help to support your child's reading fluency.</p> <p data-bbox="1262 1093 1378 1126"><b>Spellings</b></p> <p data-bbox="1134 1137 1513 1440">Please ensure your child is practising their spellings at least 5 times a week. They can use Spelling Shed to consolidate previously learnt spellings by accessing Stage 1 for Year 1 and Stage 2 for Year 2.</p> <p data-bbox="1134 1451 1513 1753">Children in Year 2 will also be tested on their Rainbow spellings so please ensure that you are helping your child to learn these. Your child can access Rainbow Spellings on Spelling Shed by clicking on the more button.</p> <p data-bbox="1134 1765 1513 2067">You can also download paper copies from our <a href="#">website</a> or collect paper copies from school. By the end of Year 2, your child should be able to spell all of the white, yellow and green spellings.</p> <p data-bbox="1238 2078 1406 2112"><b>Handwriting</b></p>

		<p>Please ensure your child can form all their letters correctly, including capital letters and that they sit on the line and are the correct size and orientation. For more information on how to support handwriting, click <a href="#">this link</a>.</p> <p>For help in forming letters correctly, you can use these <a href="#">videos</a>.</p> <p><b>Writing</b></p> <p>Why not have a go at writing a sequel to one of our stories? It could be inspired by your own favourite animal or even a pet!</p> <p>To further understand the English objectives that your child should know by the end of each year, click <a href="#">here</a></p>
<p><b>Maths</b></p> <p><b>Place Value</b></p>  <p><b>Addition and Subtraction</b></p>  <p><b>Shape</b></p> 	<p>The children will start the year by looking at place value, initially within 20 to ensure key concepts are secure. We will build numbers and represent them in different ways, including using tens frames, Base 10, place value charts and part-whole models.</p> <p>Children will then apply this understanding of place value to addition and subtraction within 20. This will be done through the use of concrete resources such as tens frames with counters and Base 10 to ensure children can see the structure of the maths before moving to visually represent these.</p> <p>After half term, we will be moving on to understanding place value within 100, again using resources to help children understand this.</p> <p>We will then be learning about the properties of 2D and 3D shapes and using these to identify and sort them.</p> <p>Children will be given regular opportunities to practise arithmetic skills previously learnt, as well as chance to apply new skills to reasoning and problem-solving tasks.</p>	<p><a href="#">Numbots</a> is highly recommended for number bond and subitising work.</p> <p><a href="#">White Rose 1 Minute Maths</a> is also a great resource to practice subitising and the four operations. To help consolidate learning they have done in school, White Rose Maths have <a href="#">free workbooks</a> and <a href="#">home learning videos</a>.</p> <p><b>Number formation</b></p> <p>Please ensure your child forms their numbers correctly and that they are not reversing numbers.</p> <p>To further understand the maths objectives that your child should know by the end of each year, click <a href="#">here</a></p>
<p><b>Science</b></p> <p><b>Living things and their habitats</b></p>	<p>Children will learn that all living things move, breathe, sense, grow, make babies, get rid of waste and get their energy from food. This will lead them to identify that living and non-living things. We will also look at habitats such as woodland, urban, coastal, rainforest,</p>	<p>Go for a walk and see what different habitats and microhabitats you can find – this could be a damp log,</p>

 <p><b>Materials</b></p> 	<p>arctic, desert, ocean, river, mountain. Children will learn that a habitat provides living things with everything they need to survive.</p> <p>Later in the term our topic is Investigating Materials, where we explore everyday materials such as water, wood, glass, metal, plastic, brick, fabric, stone and paper. Children will then learn that each of these materials have different properties which make them suitable for specific purposes.</p>	<p>woodland, rock pool or even your own garden. Build a <a href="#">bug hotel</a> or hedgehog house for the garden or park.</p> <p>Spot different objects around you and discuss the materials they have been made out of. What properties made that material good for that object? Could you improve it?</p> <p>The BBC educational website has lots of information: <a href="#">KS1 Science - BBC Bitesize</a></p>
<p><b>PSHE</b></p>  <p><b>Feelings &amp; emotions</b> <b>Keeping and staying safe</b> <b>Being responsible</b></p>	<p><b><i>Keeping/Staying safe</i></b></p> <p>In this unit, children will know the reasons to make sure their laces are tied, learn how to tie up laces properly, know rules to keep themselves and others safe and understand the differences between safe and risky choices.</p> <p><b><i>Being Responsible</i></b></p> <p>During this topic, children will be able to name ways they can improve in an activity or sport, understand the importance of trying hard and not giving up and be able to see the benefits of practising an activity or sport. They will discuss how they can help other people, be able to recognise kind and thoughtful behaviours and actions and understand the risks of talking to people they don't know very well in the community.</p> <p><b><i>Feelings and Emotions</i></b></p> <p>In this unit, we will focus on worry and anger. Children will be able to recognise and name emotions and their physical effects and know the difference between pleasant and unpleasant emotions. They will then learn a range of skills for coping with unpleasant/uncomfortable emotions and understand that feelings can be communicated with and without words.</p>	<p>To help you and your child practise tying their shoelaces at home – <a href="#">this website</a> has some different techniques to try. This could also include tying bows on presents in the lead up to Christmas.</p> <p>Talk to your children about what they find challenging and work together to set achievable goals to help them practise this.</p> <p>Discuss what has been learnt that day, or ask them to list 3 good things that happened and how they are feeling. You could try keeping a journal together to track any patterns. <a href="#">This website</a> has a list of prompts to help guide conversations.</p>
<p><b>Geography</b> <b>The UK</b></p>	<p>This term we will be learning all about the UK, including the countries that make up our nation, their capital cities and their flags. When looking at London, we will learn about some of the most famous landmarks. We will also look at the key physical and</p>	<p>Look at a map of the UK together and spot all the different places you have been as a family. Are there</p>

	<p>human features that distinguish each country. Finally, we will learn about the population of the UK and how it is a diverse, multicultural country with people living here for all sorts of reasons.</p>	<p>any parts you'd like to explore? Why?</p> <p>The BBC educational website has lots of handy guides to the UK: <a href="#">KS1 Geography - BBC Bitesize</a></p>
<p><b>History</b> <b>Food and Farming</b></p> 	<p>After half term, we will focus on the history of food and farming in the local area, looking at how this has change from the past to now. We will cover the different tools and machinery that have been used to harvest the crops and carry out agricultural tasks over the years with a focus on how this has changed since the industrial revolution.</p>	<p>Talk to your children about where our food comes from and how this might have been different for people in the past.</p> <p>You could take a trip to <a href="#">Tiverton Museum</a> where they have lots of artefacts from local farms.</p>
<p><b>RE</b></p> <p><b>Who is Muslim and how do they live?</b></p>  <p><b>Why is Christmas so important to Christians?</b></p> 	<p>Over the first half term we will be learning about Islam and how Muslims live. Pupils will learn about some of the key Muslim beliefs about God and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p> <p>After half term we will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>	<p>Encourage your child to talk about what they believe and share your beliefs and values together. Discuss similarities and differences between views within your family and celebrate these as important and interesting.</p> <p>Get creative and retell the Christmas story at home – you could act, draw, or re-write it.</p> <p>The educational BBC website has videos about how lots of different religions show care: <a href="#">KS1 Religious Education - BBC Bitesize</a></p>
<p><b>Art &amp; Design</b></p>  	<p>Our Art topic will be led by Miss Keary this term. The children will begin the year by looking at painting and mixed media. In this unit they will name the primary colours and mix these to make secondary colours, then create different shades of these. They will learn to apply paint consistently to their printing materials to achieve a print and use a range of colours when printing. For their final piece, children will use these skills to create a plate in the style of Clarice Cliff.</p> <p>After half term, children will spend art sessions designing and making their lanterns ready for the parade in December.</p>	<p>Look for colours in your everyday surroundings and discuss how light or dark the shade is.</p> <p><a href="#">This video</a> has lots of interesting information about Clarice Cliff and guides you through how to make a piece of artwork inspired by her.</p> <p>The BBC educational website has some interesting learning resources.</p> <p><a href="#">KS1 Art and Design - BBC Bitesize</a></p>



<p><b>Music</b></p> 	<p>Miss Keary will lead our music sessions. Our first topic this year is 'Hands, Feet, Heart' which is inspired by South African music. Children will listen to four further songs to deepen their understanding of this theme before composing and performing their own version. The focus is finding the beat and rhythm of the song.</p> <p>Our second song will be 'Ho, Ho, Ho!' which is a Christmas song to complement the children's nativity practises. This unit will use similar activities to the previous song but will introduce the concept of 'pitch' alongside rhythm.</p>	<p>Listen to lots of different music and try to find the pulse in them through body percussion. Ask them what instruments they think they can hear. There are lots of examples on <a href="#">YouTube</a>. Make instruments from junk and repeat back rhythms.</p> <p>The BBC educational website has some learning resources. <a href="#">KS1 Music - BBC Bitesize</a></p>
<p><b>PE</b></p> 	<p>We will begin the year with a dance topic to help build core strength, balance and expression. After half term the children will be learning football skills to improve their invasion games strategies and skills from Exeter City's RTC programme.</p>	<p>Encourage your children to be active; we are blessed with many different clubs and opportunities for physical development in our village and the local area.</p>
<p><b>Computing</b></p> <p><b>Digital Painting</b></p>  <p><b>Digital writing</b></p> 	<p>In our digital painting unit, we will explore the world of digital art and its exciting range of creative tools. Children will create their own paintings, while getting inspiration from a range of other artists. They will also be asked to consider their preferences when painting with, and without, the use of digital devices.</p> <p>We will then look at digital writing to develop children's understanding of the various aspects of using a computer to create and change text. They will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>	<p>Encourage your child to create artwork both on and off-screens at home. <a href="#">Paintz.app</a> is the online tool children will be learning about.</p> <p><a href="#">BBC Dance Mat</a> is fantastic for developing typing skills.</p> <p>The BBC educational website has some helpful learning resources. <a href="#">KS1 Computing - BBC Bitesize</a></p>
<p><b>DT</b></p> 	<p>Design Technology this term will focus on freestanding structures. We will plan, design and create structures whilst demonstrating measuring, marking out, cutting, shaping, joining and finishing techniques with new and reclaimed materials.</p>	<p>Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges. Ask them what materials they think have been used? Why have these been chosen?</p>