

Hedgehogs Curriculum Information for Parents - Autumn 2018

Topic: London's Burning



Our memorable experiences this term will include:

- Make a fire
- Sing around a campfire and toast marshmallows with a stick
- Visit a theatre
- Take part in a public performance
- Go carol singing
- Go to the theatre

English

Non-fiction

We will be creating our own information books about The Great Fire of London and find out about the key features of non-fiction texts. We will listen to the story Vlad and the Great Fire and write our own diary entries. We will be writing instructions linked to the story Paddington.

We will learn and write about Firework Safety and the Gunpowder plot. We will retell the story and act out the events. We will discuss and share safety tips for firework night.

Narrative

We will be learning and retelling the story of The Little Red Hen and write our own alternative versions. Our focus for the second half term will be Adventure stories based on the story Traction Man by Mini Grey. We will read and retell the story orally, create a story map and explore the character. We will plan and write a new adventure. We will also learn the Christmas story; read and retell orally and using drama and retell in a written format.

Poetry

Our poetry unit will focus primarily on the spoken element of poetry. We will learn and recite poems by recognising and joining in with predictable phrases and recurring language. We will also write firework poems.

There will be additional specific spelling, grammar and punctuation activities. Children will continue to develop their spoken language, handwriting and reading comprehension skills.

Maths

Number - Place Value

Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.

Number - Addition and Subtraction

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative)

	<p>and subtraction of one number from another cannot. Solve problems with addition and subtraction. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><u>Measurement: Money</u> We will recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><u>Multiplication and Division</u> We will recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>
Science	<p>In science our focus is materials. We will identify and compare the suitability of a variety of everyday materials. We will carry out experiments to test different materials. We will find out how solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
Computing	<p>Some aspects of computing will be learnt by application throughout the curriculum. The specific area of learning this term will be: Basic computing skills, exploring iPads. How to create a document, research using web browsers and how to print documents. We will also find out about internet safety, how to keep personal information safe and how should we need to express concerns.</p>
Art and Design / Design Technology	<p>In Art we will use the Great Fire of London as inspiration to explore a variety of techniques to create a fire silhouette painting using black card and paint. We will explore colour mixing to create different oranges, reds and yellows to reflect the fire. We will look at Tudor houses and the patterns that were created with beams, and explore drawing with pencils; learning techniques such as shading and smudging.</p> <p>In Design Technology we will design, make and evaluate a wheeled toy from wood. Our specification will be a wheeled fire rescue vehicle for Traction man.</p>
Music	<p>We will follow the Charanga scheme of work. The unit will be Hands, Feet, Heart and Babushka as well as our Nativity production during the second half of the term.</p>
Personal, Health and Social Education	<p>We follow the Social and Emotional Aspects of Learning (SEAL) curriculum and also use circle time to promote self-expression and confidence. This term the aspects we will investigate 'New Beginnings' and 'Getting on'. We will also find out about people who help us, specifically Fireman.</p>

<p>History/Geography</p>	<p>In history we will go back in time to 1666 and learn all about the Great Fire of London. We will sequence the timeline of events. Understand how the Great Fire of London started, spread and what the results were.</p> <p>Compare present day London to the London that existed before the fire. Find out about Samuel Pepys and discover how we know about The Great Fire of London. Compare how we fight fires today compared to the 17th century. Compare/contrast buildings.</p>
<p>Physical Education</p>	<p>The planned sessions for PE this term are: Autumn 1: Games and Dance Autumn 2: Gymnastics and Games</p>
<p>Beliefs and Values</p>	<p>The current Norfolk Agreed Syllabus provides the framework for teaching Beliefs and Values (RE) in our school. This term we will focus on Festivals of light, looking specifically at Diwali.</p> <p>Parents have a right to withdraw their children from RE lessons; please let us know if this is something you are considering.</p>