



Birchfield PRIMARY SCHOOL

Resource Base Curriculum Overview

Autumn 1.2

Teaching team:

Class Teacher: Miss Williams

Support Staff: Mrs Shaikh, Miss Chauhan

SLT: Miss Simpson

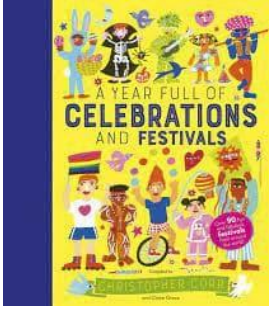
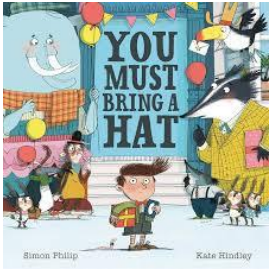
PE Days: Fridays

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 Thursday 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 do different people celebrate?	
Class Texts	<p>A Year Full of Celebrations & Festivals</p> 	<p>You Must Bring a Hat</p> 
Writing	<p>Curriculum: Factfile Diary Character Description</p> <p>Early interaction: Matching pictures from the story</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: Engagement and repeating/showing an awareness of key vocabulary. Identify who and what</p> <p>Sensory: Explore characters through sensory experiences</p>	
Maths	<p>Curriculum: Addition Money</p> <p>Early interaction: Begin to show understanding of 1:1 correspondence. Find the total of items in two groups by counting all of them. I am beginning to demonstrate an understanding of 'more' and 'less' through practical situations.</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).</p>	

	<p>React to new number activities and experiences (e.g., new number action songs such as 1,2,3,4,5 once I caught a fish alive)</p> <p>Experiment with symbols and marks representing ideas of number</p>
Science	<p>Formal: <u>Materials</u> Know the suitability of a variety of everyday materials for their particular uses. Know solid objects can be changed by squashing, bending, twisting, and stretching. <u>Forces and magnets</u> Understand friction as a force and how this changes over different surfaces. Understand magnetism (know force acts at a distance, magnets attract and repel each other, they are attracted to certain metals, they have poles and which poles attract/repel).</p> <p>Semi-Formal: <u>Materials</u> Use the senses to explore a range of familiar materials (begin to explore materials in different ways). <u>Forces and magnets</u> Engage with activities and objects which explore friction and magnetism (observe / observe the results of their actions).</p>
Art & Design	<p>Formal: <u>Creating:</u> Use brushes and paints to colour images with increased accuracy of the school building and familiar places within local area. <u>Technique:</u> Develop brush technique and accuracy. Explore tone and mixing colours. Mixing colours – creating secondary colours by mixing <u>Exploring artists:</u> Explore the architectural art of Colin Campbell Cooper and Thomas H. Shepherd. Begin to respond to the artwork, noting preferences.</p> <p>Semi-Formal: <u>Creating:</u> Use brushes and paints to begin to mark make <u>Technique:</u> Develop brush technique to begin to mark make. Developing brush control and accuracy. Explore mixing colours and printing. <u>Exploring artists:</u> Explore pictures and objects related to familiar locations and buildings.</p>
Design & Technology	<p>Formal: <u>Design:</u> Design an appealing product based on design criteria. Communicate their design ideas through drawing a simple design. <u>Make Skills:</u> Cutting and joining with glue and Sellotape. Select and use an appropriate tool to perform a practical task from a selection of different tools. Select the appropriate material to</p>

	<p>perform a practical task from a selection of different materials or components.</p> <p><u>Evaluate:</u> Make a simple description about an existing product or component</p> <p>Semi-Formal:</p> <p><u>Design:</u> Make a simple product alongside an adult by following a set plan.</p> <p><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.</p> <p><u>Evaluate:</u> Touch and feel an existing product (product linked to design criteria).</p> <p><u>Technical knowledge:</u> Explore the touch and feel of different textiles materials</p>
History	<p>Formal:</p> <p><u>Significant historical events, people, and places in their own locality.</u></p> <p>Homes and items within our homes. Use the language of change and time; then, now, past, long ago, before I was born, after. Use images and artefacts to describe homes and objects within them.</p> <p>Semi-Formal:</p> <p><u>Significant historical events, people, and places in their own locality.</u></p> <p>Explore and recognise familiar buildings and locations from the recent past.</p>
Geography	<p>Formal:</p> <p><u>Geographical Knowledge</u></p> <p>Locate the world's continents and the identify similarities and differences between UK and varying other countries.</p> <p>Semi-Formal:</p> <p><u>Compare and Contrast</u></p> <p>To show an increasing curiosity towards artefacts related to different countries</p>
PSHE	<p>Formal:</p> <p><u>Taking care of ourselves.</u></p> <p>Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread. Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.</p> <p>Semi-Formal:</p> <p><u>Taking care of ourselves</u></p> <p>Respond to stimuli about the people who look after us. Identify people who look after us and help us to take care of ourselves.</p>

	<p>Identify some of the ways in which we may be cared for by our families, friends and other adults.</p> <p>Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).</p> <p>Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with</p>
Computing	<p>Formal: <u>Digital Writing</u> I can recognise keys on a keyboard. I can identify and find keys on a keyboard. I can enter text into a computer. I can use letter, number, and space keys. I can type capital letters. I can explain what the keys that I have already learnt about do. I can identify the toolbar and use bold, italic, and underline</p> <p>Semi-Formal: <u>Digital Writing</u> I can recognise keys on a keyboard. I can identify and find keys on a keyboard.</p>
Music	<p>Formal: Be aware that music can be recorded by simple mark making and symbols. Make or follow very simple symbols and marks to play music.</p> <p>Semi-Formal: Join in with simple repeated rhythms. Listen with increased attention to sounds.</p>