

# WOODHALL CURRICULUM OUTLINE

## YEAR One Autumn Term

### TERM TITLE: Me, Myself and I

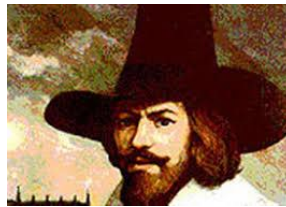
***What makes me me? How am I different to my friends? Where do I live? What's my school like? What do I play with? How am I different to animals? How many different ways can I draw my face?***

These are some of the questions that we will be investigating during this fascinating topic!



**H** In History we will be looking at Toys. Some of the questions we will be trying to answer are: ***What are our favourite toys? Are they the same toys that our Mums and Dads used? Are they the same as our Grandparents played with? How do you play with the toys?***

**I**  
**S**  
**T**  
**O**  
**R**  
**Y** To find out about toys we will have to be history detectives and ask questions. We will have to ask our parents and grandparents and any other old people we know, like Ms Lake. We will have to sort historical artefacts (which is a big word for objects from the past) and explore what they are like by looking carefully, asking questions and drawing what we can see. We will look at books and websites to help us find out what things are when we are not sure. We will begin to make a timeline in our class and put pictures of toys on them to show when they were popular. We will then make our own class Toy Museum where we will be able to explain to others what the toys, both old and new, are for and how to use them by using labels and signs.



We will also find out the gruesome truth about why we have firework parties on November the 5<sup>th</sup> every year. This is all down to a Man called Guy Fawkes who lived a very long time ago. We will learn about him and try and find out:

***Why is he famous? What did he do? Why did he do it? How do we remember what he did?***

We will use drama and read about him in books and through the internet to work out what really happened. We will also think about what we should do when we disagree with something that is being done, that we think is wrong. (British Democracy)

**You can help support our learning in class by:**

Talking about the toys and games you used to play when you were little. You could even teach them some of your favourite ones.

This website links to a fabulous toy museum in London that you might want to visit as a family.

<http://pollockstoys.com/#home>

You could take them to see the houses of parliament so that they can see where this all took place or watch some of these videos at home

[https://www.youtube.com/watch?v=Jh\\_p5GcrWCQ](https://www.youtube.com/watch?v=Jh_p5GcrWCQ)

<https://www.parliament.uk/about/podcasts/video-tours/commons-chamber/>

<https://www.parliament.uk/about/podcasts/video-tours/lords-chamber/>

This is a fun game to see if you know all the facts about Guy Fawkes

[http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/launch\\_gms\\_gunpowder\\_plot.shtml](http://www.bbc.co.uk/history/british/civil_war_revolution/launch_gms_gunpowder_plot.shtml)



In Geography we will be thinking about school and the area we live in. Here are some of the questions we will be trying to answer.

***What is around us? What is a map? Can I find my house on a map? What do we use a map for? Why do we need a map when we have mum's phone that tells us how to get somewhere?***

We will start this learning by going on a fact-finding mission, taking photographs of what we see and use those photos to work out things like how many bus stops there are, how many shops and parks and many other things. We will begin to look at maps and how they show us where things are and help us not get lost. We will use aerial maps where you look down on the top of places as if you were a bird flying and conventional maps which have been drawn and label them with places and things we know about and have seen. We might even be able to find our houses on the maps and label them. We will make a simple paper map of our classroom so we know where things are and then we will use bricks to show what shapes you would see if you looked down on our school. We might have to learn to negotiate to do this and to listen to others views.



**You can help support our learning in class by:**

Looking at different types of maps with your children when you are going out. Google maps is a good tool <https://www.google.com/maps/@50.423908,-5.056171,1009m/data=!3m1!1e3?hl=en-US> but there are also train maps when you go on the train etc.

When you have walked somewhere ask your child to help you draw a map of where you have been.

Use your phone to give you directions to somewhere and let your child follow them on the map view.

Make outlines of rooms in your house and by cutting out shapes for bits of furniture move things around on the page. (A bit of free interior design by your children here).



In science we will be looking at humans and animals. Some of the questions we will need to answer are:

***What are the correct names for different types of animals? What are different ways to describe what different animals eat? How are animals different to humans? How are they the same?***

Now is the time to become Woodhall's own David Attenborough. We are going to become animal experts. By asking simple questions, observing very closely (Hopefully there will not be any real-life tigers and sharks in the classroom to observe, just pictures) and looking for answers in books and the internet, we will begin to classify (group) animals into the major animal groups. We will begin to use big scientific words to describe those groups and what they eat. We will label pictures of animals and humans so that we can see what is the same and what is different. This will link in with our PSHE lessons below. We will use toys to help us sort animals and maybe even pretend to be different animals to help us think how to group them. By the end we should be able to talk like a grown-up scientist about humans and animals.



**You can help support our learning in class by:**

Using websites to practice our learning This BBC Bitesize site below has a great sorting game.

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

Making a trip to a zoo. London Zoo and Woburn Park are a great day out if a bit expensive. Ensure that you use the language we are learning in school.

Go to the Natural History Museum or try some of their activities on their website:

<https://www.nhm.ac.uk/take-part/try-this-at-home.html>



**P** In Personal, social and health education (PSHE) we are looking at who we are and what our families are like.  
**S** ***What do we like and dislike? What we are good at? What makes us special? What groups do we belong***  
**H** ***to? What is the same and what is different and the same in other families?***

**E** Through class discussions, talking to a partner and asking questions of each other, we will talk about being different to other people and how that helps make the world a better place. We will talk about how we feel when we realise that someone might be better or worse than us at something and how to act when that is the case. We will discuss how in our society we are expected to accept others with all their differences. We will learn the correct words to use to describe our body and which bits of our body we cannot show to others. We will decide who we can tell in school and at home if someone makes us feel unhappy or worried.



**You can help support our learning in class by:**

Celebrating with your children when they have done something fantastic.

Get books out of the library that show the value of a range of family structures and talk about how families are all different. Here are some books you could ask for:

The Family Book by Todd Parr. The Great Big Book of Families by Mary Hoffman. One Family by George Shannon. Families by Shelley Rotner and Sheila M. Kelly. Families, Families, Families! Suzanne and Max Long Who's In My Family? By Robbie Harris

Talking about the pants rule with your children: The NSPCC have some great resources below.

Have a conversation about speaking out when children find another adult uncomfortable to be around and how it is alright to be honest

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf>



**A** In Art we are going to be looking at Portraits.

**R** **What is a portrait? Does a portrait have to look exactly like someone? What effects can be created by**  
**T** **using different pens and pencils make when we draw?**

By the end of the term we should have our very own exhibition of portraits. To do that we will look at some of the fantastic portraits that have been drawn, painted and photographed in the past, talk about what we like and don't like about them. We will have the opportunity to explore and experiment with pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and even computers and cameras and see how they might be used to make our own portraits. Then we will choose our own media to create our own self-portraits. We will learn to look at each other work and say what we like and what might need some improvement and we will use those suggestions to improve what we have already done.



**You can help support our learning in class by:**

Allowing your child to draw you at home.

Visiting the National Portrait Gallery in London or online so that your child sees a large number of portraits and can begin to decide what they like and don't like.

<https://www.npg.org.uk/collections/>



**DT** Did you know that by carefully using paper, folding it in the right way, attaching it together carefully etc, you can make toys from paper and cards. We will be making a toy from paper and or card and a Christmas decoration for our class tree.

**Who will use what I make? What is the right material to use? What skills do I need to make it?**

However, we will be taking a lot of time to think about who / what we are making it for so that we can make sure that it will be used. We will think about how a material feels and select the right one for each part of the object that we design and make. We will even have to make lists of the materials we will need by making a labelled drawing and instructions so that we can make it again. Only then will we think about actually making it



**You can help support our learning in class by:**

Instead of throwing away cardboard boxes, yogurt pots etc, why not let your children build things at home. Encourage them to plan what they do before they start. This could be a lovely way to make Christmas presents for people. You can look on Pinterest if you want some nice ideas.

<https://www.pinterest.co.uk/>



**RE** **What bits of nature do we really like? What do Christians, Jews and Muslims believe about how the world was made? How do they celebrate how wonderful the world is and what it gives us? Why is light part of celebrations in many religions?**

I love harvest festivals. Lots of food and fun. We are going to learn how people who follow some religions show they are thankful for what our world gives us every day, including food. We will also look at the different ways people from different religion think that our world was made. We will ask what we are thankful for and we will also look at why it is sometimes difficult to be thankful when things are going badly.



**You can help support our learning in class by:**

Going to the library and choosing some harvest books, books on Diwali, Hanukkah, and Christmas together. Talk about ways you celebrated harvest when you were younger or even ask grandparents how they celebrated harvest.

Make your own harvest loaf. There are lots of recipes if you google it. Here is just one I found.

<https://breadcakesandale.com/2015/09/23/harvest-festival-wheat-sheaf-loaf/>

Put some lights in your window for Diwali (November 14<sup>th</sup>) to celebrate with our Hindu friends and neighbours or even put up your Christmas lights extra early to include Diwali. Who does not like lights in November?

Remember that Jews celebrate Hanukkah on December 11<sup>th</sup>.



**MUSIC** Have you ever thought how many ways you can use your voice to make a sound? Have you ever tried to make your tummy into a drum? Well, we are going to learn lots of different ways to use our voices and bodies to make music in class. We are going to look at how we can make, and change sounds and we are going to learn how to identify the beat in different pieces of music. Get your singing voices ready and your ears listening. We will all sing in our Christmas Production and don't forget the X factor show.



**You can help support our learning in class by:**

Listening to sounds on your journey to school? Can you make a song up with the sounds that you hear? Practicing singing a song for our X factor shows. You can put a dance to it as well.



For the first time in our school life we are going into the computer room where we can all use a computer at the same time. We will need to learn how to log on and save our work to the correct place and to use different programs that we can find online. We will have to spend a lot of time working out how to use the computers safely so that other people don't use our information. We will think about how we can keep our usernames and passwords safe. We will also make some pictograms on the computer using data we collect on our walk outside school.



**You can help support our learning in class by:**

The BBC has some great lessons on computing that will help you and your child understand some of the things we will look at over the year. <https://www.bbc.co.uk/bitesize/subjects/zyhbwmn> Make sure you know which programs your child is using at home and that they are keeping their identity safe by not giving out information about their name or address or where they go to school.



We are going to be reading lots of different books together and then trying to write our own versions. We are going to read information books that have labels and lists in them and that explain things to us. We will also learn how to write them so that we can label our museum and any diagrams and pictures we draw. We are going to read and write some stories with familiar settings (Such as plenty of love to go around by E Chichester Clark which is about a dog that has to share his owners with a cat. ) and some stories that have patterns in them that keep repeating (Such as The Gruffalo by J Donaldson) Just before Christmas we will write some Christmas poems that rhyme to go in our Christmas cards after we have read The Night before Christmas where we learn that Santa has a belly that wobbles like jelly.

We will revise the phonemes we learnt last year and then we will carry on learning new phonemes (sounds) so that we can read and write even more words than we have learnt before. (We will revise phase 3 and 4 phonemes and then move on to phase 5.) We are also going to learn how to read more fluently without having to sound out every word.

We are going to learn how to write our letters so that we will be able to join them together like grown-ups do. We are also going to practice our numbers so that we form them correctly.

We will learn to spell some of those words that we cannot sound out easily so that we can write quicker and remember to always have a finger space between words. We will also perfect the art of writing a sentence using capital letters and full stops in the correct place and learn how to read and write words where there is more than one thing. (plurals)



**You can help support our learning in class by:**

Reading with your child every day. Make sure you sign the reading record every day.

Helping them with their spellings. If you do a word a day and keep adding a new one until they know them all they will be more confident with their writing.

Encouraging them to write at every opportunity focussing on the accurate use of the phonics they have learnt so far. Don't forget the Teach Your Monster to Read app and the bbc Alpha blocks series on the IPlayer that will be a fun way to learn while relaxing,

These are some helpful documents that explain some of the words teachers use.



M  
A  
T  
H  
S

In Maths we are going to try to become human calculators as we learn how to add, subtract, order, find patterns in, compare and count numbers up to 10. When we are good at this, we will go onto numbers to 20. We will start to know our number facts so well that we may be able to add and take away as quickly as our mums and dads. If we practice a lot, we may get better than our mums and dads. We will also learn how to recognise, sort and group 2D and 3D shapes. We will learn to write our numbers so that everyone can read them easily. We will do this in our daily maths lesson but we will also be sneaking numbers into lots of other subjects so be on the lookout for that.



**You can help support our learning in class by:**

Counting everything you see when you are walking home from school. How many red cars will we see? How many trains can we hear going by? Etc. When you get home you can write them down.

If you have stairs in or around your home, count them. Are there always the same number? How many steps from school to your home?

Looking for shapes as you walk around (don't forget to use the correct mathematical names. You can look them up in the dictionary below.

<http://www.amathsdictionaryforkids.com/dictionary.html>

Practicing number bonds. There are some good games on this website if they like computer games

<https://www.topmarks.co.uk/Search.aspx?q=number+bonds+to+10> If they practice really hard they might become quicker than you at adding and subtracting in your head.

Or just practice the number bond song where children practice two numbers making the whole number 10

<https://www.youtube.com/watch?v=GyK8iEO5-GI>

There is also the BBC Number Blocks series on the BBC I player that is a fun relaxing way to revise our numbers.