

# Curriculum Overview for Acorns Autumn Term 2016 - 'Lighting the Way'.

## English

- To begin to use joined up handwriting.
- To write narratives about personal experiences and those of others (real and fictional).
- To write for different purposes.
- To proof reading my writing to check for errors.
- To use full stops, capital letters, exclamation marks and question marks.
- To plan and evaluate my writing.
- To spell homophones correctly.
- To use a possessive apostrophe.
- To create a simple setting, characters and a basic plot in narratives.
- To read aloud their writing.
- To use conjunctions - when, if, because, although.
- To write commas in a list.
- To write sentences with different forms - statement, question, exclamation and commands.
- To spell words correctly using phonics to help.
- To learn to spell common exception words.
- To spell words with a contracted form - can't, won't, I'm.
- To use suffixes - ness, ful, less, ly and ment.
- To write poetry.

## Art & Design

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

## Computing

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- To use technology safely.
- To use search technologies effectively.
- To use Espresso coding.

## Mathematics

- Recognise the place value of each digit in a two-digit.
- Compare and order numbers from 0 -100.
- Use greater than, less than and equals sign.
- Use place value and number facts to solve problems.
- Count in steps of 2, 3 and 5 from 0 and tens from any number forwards and backwards.
- Find 10 or 100 more or less than a given number.
- Solve number problems and practical problems involving working with and estimating numbers up to 100 in a variety of numbers.
- Read and write numbers to 100 in numerals and words.
- Apply pupils increasing knowledge of mental and written methods.
- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- Recall and use multiplication and division facts for the 2, 5, 10 times tables.

## Design & Technology

- To design, make and evaluate a functional product.
- To select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing.
- To evaluate their ideas and products against a design criteria.

## Geography

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.
- To use simple compass directions (north, south, east and west) and locational and directional language, for example, near and far, left and right.

## Science

- To ask simple questions and recognising that they can be answered in different ways.
- To observe closely, using simple equipment.
- To performing simple tests.
- To identify and classifying.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

## History

- To learn about the lives of significant individuals in the past who have contributed to national and international achievements.

For example, Mary Seacole, Florence Nightingale, Edith Cavell and Grace Darling.

## PHSE Jigsaw

- To identify some of my hopes and fears for this year.
- To understand the rights and responsibilities for being a member of my class and school.
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- To listen to other people and contribute my own ideas about rewards and consequences.
- To understand how following the Learning Charter will help me and others learn.
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## Being in my world

## Music

- To listen to a range of high-quality live and recorded music.
- Play and perform using voices and musical instruments.
- Improve and compose music.

## Physical

## Education

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending
- To perform dances using simple movement patterns.

## Religious

- To celebrate Diwali.
- To

## Education

