

Miss Hindhaugh

Honeysuckle class KS1

This term the children in Honeysuckle class are learning about 'Changes within living memory'.

The children will be learning about this throughout all lessons, in history we will be learning about life now compared to life in the past. Looking at the differences in clothes, toys, food and homes. We will also be learning about ourselves and the changes we have went through, focusing on the human life cycle and the differences when we were a baby compared to now. (science cross curricular)

Numeracy:

The children will be taking part in three streamed Big Maths lessons each week. They will be streamed into appropriate classes for their ability.

The children in my Big maths class will be focusing on achieving Clic 1. Each week, children will also take part in a 'CLIC' and 'learn it' assessment activities linked to the work they have been learning in Big Maths as part of their on going assessment.

The children will also take part in 2 SAFE maths lessons each week focusing on recognising and naming 2D shapes, mass (heavy and light), money and positional language (under, on, in, behind).



Literacy:

In literacy we will be reading for fun! We would like to read lots of fun stories this term about fun and silly things. We will be practicing our reading, writing and listening skills by practicing many different literacy techniques such as role play, story sequencing and hot seating.

Some of the stories we will be reading include,

Whatever next

School for little monsters

The dinosaur that pooped the bed

Commotion in the ocean

And many more!

Phonics— In phonics this term we will be looking at stage 1 sounds and speed sounds, we will be following the phonics programme Read, Write, Inc and will be aiming to move onto digraphs next term.



Science:

Our topic for science in Autumn term 1 is **comparing materials**, the children will be learning about the properties of different materials and how they are different to each other.

We will be looking at the feel, stretch and resistance given by different materials and seeing if we can find any others the same. We will also learn about properties of different materials and what those properties mean.

In Autumn term 2 we will be looking at **identifying materials**, we will use many of the different skills we have learnt in Spring term 1 to help us.

We are also learning about materials and textures in art so will be able to recycle any materials into beautiful art pieces.



Forest school

During the spring term the children will go to forest school every Monday afternoon, here they will learn many skills and will enjoy the freedom of being able to explore a safe but exciting outdoor area. The children will also enjoy outdoor games and be able to craft using natural materials. This outdoor time is extremely beneficial to all our children and allows them to have richer and wider experiences.



Art

As part of art this term the children will be exploring materials and textures, we hope to create lots of lovely art pieces to go up in our classroom.

In Honeysuckle class we enjoy allowing the children to be free during art and create their own masterpieces using their imagination, we would love to see some masterpieces using different materials in a collage style.



History

In history we will be looking at our topic of changes in living memory. We will be exploring toys, clothes, homes and food from now and the past. We hope to gather some of these things from the past so the children can have practical experiences of playing, using and looking at the difference between these and the things we use now. We will be testing this learning by completing tasks such as sorting and categorising pictures of toys, clothes and food and making out own old fashioned toys!



RE

In the Autumn term we will be learning about Christianity and its link to Christmas, the children will be learning why we celebrate Christmas, why we give gifts to each other at Christmas and what Christmas means to Christians. We also hope to take a trip to a church this term, we are sure it will be lots of fun!



Geography

In Geography we are going to be studying the environment, we will be going on a litter pick and building a rubbish monster who will stay in our classroom and eat all our rubbish! We will be learning about what impact we have on the environment and what we can do to protect our environment. The children will be learning about recycling and how important it is to ensure that our planet stays clean and healthy.



PATH

Our topic in PATH this term is problem solving, the children will be taking part in fun team or pair activities which revolve around problem solving. They will take part in a hunt and need to work together to solve clues, they will be working to find 'the Grinch' who has been taken. This will be differentiated by the clues given, some clues will be written using symbols (inPrint) and some clues will be written using words.

We also plan to teach the children vital life skills through problem solving such as being able to put on their own clothing e.g. socks, tights, shoes and being able to do and undo buttons and zips.



Literacy BPM:

Listening:

L2u - When prompted: listens attentively.

L2w - When prompted: responds appropriately to why and how questions.

L2x - Independently: understands and engages with the speaker, demonstrating attentive listening.

L3j - Pupils play is influenced by their experience of stories and may include actions

L3l - When prompted: takes part in role play with confidence.

L3m - Independently: engages in imaginative play.

L4j - With support: Pupil makes some links between books read and their own experiences

L4k - Pupil makes connections between texts read and their own experiences.

L4n - Independently: shows awareness of ways in which speakers vary talk and why.

Reading:

R1w - With 1 to 1 support: selects and recognises or reads a small number of words linked to a familiar vocabulary.

R1x - With 1 to 1 support: selects and recognises or reads a small number of symbols linked to a familiar vocabulary.

R1ac - With 1 to 1 support: plays word games.

R1ah - With support in a small group: associates sounds with patterns in rhymes, with syllables, and with words or symbols.

R1ai - With support in a small group: understands that words, symbols and pictures convey meaning.

R1aj - When prompted or with checklist: decodes familiar and some unfamiliar words using blending as the prime approach.

R1ay - Independently: unfamiliar words decoded using context clues.

Writing:

W2b - Pupil makes predictions based on illustration, story content and title

W4f - With support in a small group: communicates meaning through repetition of key words.

W4g - With support in a small group: usually correct spelling of simple high frequency words.

Numeracy BPM:

Number:

Nu - can use the numbers to 5 in familiar activities

Nx - can count reliably to 3 when given objects

Nab - can relate the numerals 1 -5 to the number of objects

Nad - can count reliably at least 5 objects when place randomly placed on the table

Nae - can make set of 3 objects

Naf - can respond to questions when working with numbers up to 5

Nah - can demonstrate an understanding of less

Calculation:

Cb - can in practical situations take one away from a number of objects

Cd - demonstrate an understanding of + sign

Ce - demonstrate an understanding of - sign

FDP:

F1a - recognise a half as one of two equal parts of an object, shape or quantity

F1b - find a half as one of two equal parts of an object, shape or quantity

Geometry shape:

GSd - P7.1 From a collection of regular shapes, pupil can pick out shapes with common features, e.g. all round shapes, shapes with corners, shapes with flat surfaces (in this instance it is not useful to use size as a feature)

GSe - P8.2 Pupil responds to mathematical vocab such as 'straight, circle, larger' to describe the shapes and size of shapes. E.g. identifies the circles or triangles from a collection of mixed shapes. Identifies larger circle from a choice of two circles.

GSf - P8.3 Pupil identifies specific shapes from pictures, simple models or patterns and can identify some of the shapes used within the whole, e.g. circles.

GS1b - recognise and name common

3-D shapes,]

- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

GMh - P6.1a Pupil searches for objects not found in their usual place.

GMj - P6.4 Pupil sorts two sets of objects where the difference is not great. E.g. sorts similar but different size 'compare bears' or 10p and 5p coins

GMk - P6.5 From a choice of two objects where the difference is not great, pupil can compare objects to identify which is which, e.g. practically manipulating the objects using nesting cubes

Geometry position:

GPg - P6.2 Pupil responds on request to place objects; in, on, under and inside in practical solutions e.g. Put the coins in the purse.

GPh - P7.2 Pupil actively moves forwards and backwards or can indicate the direction in which he/she is being moved

Science BPM:

General:

Gb - They begin to respond to a question such as 'was that right or wrong?'

Gc - Demonstrate curiosity, e.g. ask why?' or 'how?' about the world around them.

Gf - Be able to suggest one way of finding an answer to a question.

Observing changes:

Oc - They begin to communicate their observations that result from actions

Comparative and fair tests:

Cb - With help, make changes and say what has changed.

Cc - Be able to compare features of two objects.

Cd - Be able to identify two variables in an investigation, e.g. water and light when investigating plant growth.

Ce - Suggest a practical way to find something out.

Identifying and classifying:

Id - Sort and match objects and living things in their own way.

Ie - Sort and group objects and living things in different ways.

If- Recognise similarities and differences.

Art:

Understanding art:

Uf - Know that paintings have meanings

Uh - Know that drawings have meanings

Uj - Describe what I think about my own work

Uk - Describe how I feel about my own work

Exploring and investigating:

Ei - Communicate ideas through their use of colour

Ej - Communicate events or experiences through their use of colour

EI - Use different techniques

Creating art:

Co - Try out ideas

Cq - Select materials appropriately to create your own work

Cr - Use materials appropriately to create your own work

History:

Thinking historically:

TH1 They link the passage of time with a variety of indicators

TH2 Pupils recognise themselves in pictures of the recent past

TH3 Pupils recognise other people in pictures of the recent past

TH6 Pupils know they took part in past events and they listen to familiar stories about their own past

TH8 Pupils recognise themselves in pictures of the more distant past

Historical enquiry:

HE3 With some prompting or support, they answer simple questions about historical artefacts

HE5 They begin to pick historical artefacts out from collections of items

HE7 They recognise some obvious distinctions between the past and the present in their own lives and communicate about these

HE9 They answer simple questions about historical stories

HE10 They answer simple questions about historical artefacts

HE13 Students can ask questions about the past

HE14 Students can make simple observations about the past

Geography:

Understanding places.:

Uf - Students consolidate a sense of direction

Ug - They show what they think about different environments

Uj - They use pictures or symbols to show familiar places

Uk - They use pictures or symbols to show familiar places and what they are for

Ul - Students understand the differences between the physical/human features of places

Exploring interconnections:

Ed - They show what they think about different environments

Ef - They communicate their preferences about the human world

Eg - They are aware of their role in caring for their own environment

Eh - They show some understanding of environmental awareness on a larger scale

Ei - They express their views on features of environments they find attractive

Ej - They express their views on features of environments they find unattractive

Enquiring and communicating:

ECf - Use simple geographical vocabulary to communicate objects

ECg - They recognise simple symbols or representations on maps and plans

ECh - Use resources that are given to me to ask questions about places

ECi - Use resources that are given to me to ask questions about environments

ECj - Use resources that are given to me to respond to questions about places

ECK - Use resources that are given to me to respond to questions about environments

PATH:

Speak and listen:

Sc - I can be guided through a task while we talk about what is happening.

Sf - I can follow more than 2 instructions without help.

Sg - I can take part in-group discussions during the lesson.

Sj - I am able to present my ideas and opinions within a group.

Take part:

Pe - I will actively take part in the lesson.

Pf - I will occasionally work in a group.

Pg - I will actively take part in all aspects of the lesson.

Pi - I can listen to and follow instructions from others.

Pj - I take a full role in all parts of the lesson as an individual.

Pk - I actively get involved with group work.

Pm - I take responsibility for my task being completed.

Pn - I take a full role in all parts of the lesson as an individual and with teamwork.

Personal development:

Dg - I know my own strengths and weaknesses.

Dh - I can produce a piece of work, which is neat and organised.

Di - I can develop my ideas and share them with others.

Dj - I will try to do something new.

Independence:

le - I will ask relevant questions to the lesson.

lf - I can identify a question I want to ask about a topic we are studying.

lh - I can complete a task on my own with a little guidance.

Cooking:

Cd - I can group foods together e.g. vegetables, fruit, meat.

Ce - I can look at foods and separate them into healthy and unhealthy foods.

Ci - I can make rules about hygiene and safety when cooking.

Cj - I can show where fruit, vegetables and meats come from.

PE:

Physical (doing):

Pa - Can travel with support

Pb - Can travel independently

Pd - Can walk with control

Pe - Can run with control

Pf - Can perform a jump

Pg - Can perform a hop

Pr - Pupils work in pairs co-operatively, although may need support to follow instructions and stay on task

Ps - Pupils work in small groups co-operatively, although may need support to follow instructions and stay on task

Health and active lifestyle:

Hb - They recognise changes that happen to their body when they are active (with prompts)

Hf - Willingly take part in different physical activities

Hg - Identify physical activities they enjoy

Hh - Hi - Identify physical activities they enjoy during the school day

Identify physical activities they enjoy in lessons

Hj - Identify physical activities they enjoy out of school

Independence:

Ia - Collect own kit from classroom

Ib - Undress self with support

Ic - Undress self independently

Id - Dress self with support

Ie - Dress self independently

If - Fasten buttons independently

Ig - Put shoes on

Ih - Put shoes on correct feet

Ij - Line up safely

Ik - Walk in corridor in orderly fashion

Il - Be safe around others in PE area

Thinking (planning and evaluating):

Ta - They show awareness of cause and effect

Tb - They respond to simple commands eg. Start and stop

Tc - They explore a variety of movements

Td - They link movements in a simple sequence, although they may require support to do this