

**Dear Parents/Carers,**



In order for you to have a clear understanding of the curriculum that your child is following this term, we have produced a Curriculum Jigsaw covering each of the curriculum areas and key concepts/topics that we teach.

English and Maths are taught daily and have homework set each week. Some curriculum areas are taught on a weekly basis: Science, Computing, Music, P.E., Art and P.S.H.E. Other areas are taught during our themed weeks or days: RE, Geography, History and D & T.

There will usually be a weekly English focus that links many of the other subjects:

Term 1		Term 2	
Week 1	New Beginnings	Week 1	Fireworks and Guy Fawkes
Week 2	Getting to know each other	Week 2	Puppets (DT)
Week 3	Great Fire of London (History)	Week 3	Pirates (Mums in School)
Week 4	Great Fire of London (History)	Week 4	Science Week
Week 5	Beach/seaside	Week 5	Teddybear Adventures/PSHE Week
Week 6	Isle of Coll (Geography)	Week 6	Teddybear Adventures
Week 7	Colour Poetry/Harvest	Week 7	Festive Activities
		Week 8	Festive Activities (2 days)

It is important that your child receives a broad and balanced curriculum and that their individual needs are met. In order to achieve this, teachers use their experience and creativity to organise the sessions as appropriate. This often means flexible planned sessions so that visitors, assemblies, themed weeks and competitions can be accommodated to enrich the children's learning experiences.

Key dates for this term:	19 <sup>th</sup> September	Parents' Reading Information Afternoon
	28 <sup>th</sup> September	Parents' Writing Information Afternoon
	10 <sup>th</sup> October	Handwriting Bitesize
	11 <sup>th</sup> October	Parents' Maths Information Afternoon
	12 <sup>th</sup> October	Phonics Bitesize
	18 <sup>th</sup> October	Maths Bitesize
	20 <sup>th</sup> October	Harvest Festival
	<b>23<sup>rd</sup> – 27<sup>th</sup> October</b>	<b>Half Term</b>
	31 <sup>st</sup> October	Maths Bitesize
	7 <sup>th</sup> & 9 <sup>th</sup> November	Parents Evening
	16 <sup>th</sup> November	Parent Council Meeting
	13 <sup>th</sup> December	Christmas Play (9.30am)
	14 <sup>th</sup> December	Christmas Play (9.30am)
	18 <sup>th</sup> December	Christmas Party Afternoon
	20 <sup>th</sup> December	2.55pm finish for Christmas



If you have any questions about the information, please speak to your child's teacher.

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop phonics (sounds) to decode words</li> <li>• Read common suffixes (word endings)</li> <li>• Read and re-read phonic appropriate books</li> <li>• Read common keywords</li> <li>• Discuss and express views about texts</li> <li>• Become familiar with and retell stories</li> <li>• Ask and answer questions based on texts</li> <li>• Make predictions</li> <li>• Begin to make inferences</li> </ul>	<p><b>English Writing</b></p> <ul style="list-style-type: none"> <li>• Spell by sounding out</li> <li>• Learn to spell keywords and use them in their writing</li> <li>• Spell common prefixes</li> <li>• Use appropriate size letters and leave finger spaces</li> <li>• Develop a positive attitude and stamina for writing</li> <li>• Begin to plan ideas for writing</li> <li>• Record ideas in sentences</li> <li>• Make simple changes after proof reading and editing</li> </ul>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use . ? ! , ' </li> <li>• Use conjunctions (and but or) to join two sentences</li> <li>• Begin to use adjectives/adverbs</li> <li>• Use Standard English</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> <li>• Initiate and respond to comments by others</li> <li>• Use spoken language to develop understanding</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Develop techniques of colour mixing to create paintings using primary colours</li> <li>• Understand colours can have different shades</li> <li>• Create a colour wheel to reinforce and assess learning</li> <li>• Use computer programs to design and create artwork</li> <li>• Investigate collage</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To use and understand the different parts of a laptop and desktop computer</li> <li>• Use programs to develop control of the cursor and how to use a mouse pad efficiently</li> <li>• To be able to use text and image effectively</li> <li>• Understand the use of algorithms (instructions)</li> <li>• Write and test simple algorithms</li> <li>• Use logic and reasoning to make predictions</li> </ul>
<p><b>Number and Calculation</b></p> <ul style="list-style-type: none"> <li>• Know 2x, 5x, 10x tables</li> <li>• Begin to use place value (tens/ones)</li> <li>• Count in 2s, 3s, 5s &amp; 10s</li> <li>• Identify, represent and estimate numbers</li> <li>• Compare/order numbers using vocabulary and signs (&lt; &gt; =)</li> <li>• Write numbers to 100</li> <li>• Know number facts to 20</li> <li>• Use x and ÷ signs</li> <li>• Know + and x can be calculated in any order</li> </ul>	<p><b>Maths Geometry and Measures</b></p> <ul style="list-style-type: none"> <li>• Know and use standard measures</li> <li>• Read scales to the nearest whole unit</li> <li>• Use signs for £ and p</li> <li>• Add/subtract money of less than £1 or in whole pounds</li> <li>• Tell the time using o'clock/half past</li> <li>• Identify and sort 2D/3D shapes</li> <li>• Identify a 2D face on a 3D shape</li> <li>• Order and arrange objects</li> <li>• Use vocabulary to describe position and movement</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Find and write simple fractions</li> <li>• Understand simple equivalence (2/4 is the same as 1/2)</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret simple tables and graphs</li> <li>• Ask and answer questions to compare results</li> <li>• Ask and answer questions about totalling</li> </ul>	<p><b>Design and Technology</b> Puppet week (6<sup>th</sup>-10<sup>th</sup> November)</p> <ul style="list-style-type: none"> <li>• Investigate types of puppets and how they are made</li> <li>• Design a puppet with labelled drawings based on a set criteria and resources list</li> <li>• Make a puppet by following their own design</li> <li>• Evaluate their puppet and success of their own ideas. What worked well? What would they change next time?</li> </ul>	<p><b>Geography</b> Based on Katie Morag (9<sup>th</sup>-13<sup>th</sup> Oct) books and the Isle of Coll, Scotland</p> <ul style="list-style-type: none"> <li>• Identify physical and human land features</li> <li>• Locate places on a map and use map symbols</li> <li>• Compare types of transport and how they link to the environment</li> <li>• Investigate different land uses</li> <li>• Compare and contrast Coll to Maidenhead</li> <li>• Record ideas in different ways</li> </ul>
<p><b>Science</b></p> <p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• To understand what we mean by living</li> <li>• To investigate different habitats and how living things adapt</li> </ul> <p><b>Lifecycles and Plants</b></p> <ul style="list-style-type: none"> <li>• Look at plants, bulbs and seeds</li> <li>• Begin a plant diary</li> </ul> <p>• (Science Week 20<sup>st</sup> – 24<sup>th</sup> November)</p>	<p><b>HISTORY</b> Investigate the Great Fire of London, History fortnight (19<sup>th</sup>-30<sup>th</sup> Sept)</p> <ul style="list-style-type: none"> <li>• When and where did the fire take place?</li> <li>• How did it start? How did it spread?</li> <li>• Compare the houses and streets of the past to the present day.</li> <li>• Compare the fashions to today</li> <li>• Look at famous people – Samuel Pepys and King Charles</li> <li>• Compare methods of putting out fires</li> <li>• What happened after the fire?</li> </ul> <p>Investigate a famous person and his impact on History – Guy Fawkes</p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Share ideas of making a new start</li> <li>• Recognise and describe different feelings and thoughts</li> <li>• Begin to manage our feelings positively</li> <li>• Think about belonging, rights and responsibilities</li> <li>• Investigate what it means to be a good friend and how to manage disagreements</li> <li>• Value differences between people</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Explore long and short sounds</li> <li>• Play tuned and untuned instruments</li> <li>• Listen and understand live and recorded music</li> <li>• Make and combine sounds musically</li> <li>• Explore beat and rhythm</li> </ul>	
		<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of physical space</li> <li>• Participate in team and parachute games</li> <li>• Gymnastics- ways of travelling and moving, creating shapes and sequences</li> <li>• Perform dances using simple movement to music</li> <li>• Develop a positive attitude towards sports and fitness</li> </ul>	<p><b>Religious Education</b> Christianity with a focus on kindness and stories from the Bible.</p> <ul style="list-style-type: none"> <li>• What does it mean to be kind?</li> <li>• Can we be kind all the time?</li> <li>• Why do Christians celebrate Harvest?</li> <li>• What is in a church?</li> <li>• Explore the Christian celebration of Christmas and compare to other religions with festivals of light and new hope</li> </ul>	