

# Hightown Junior Infant and Nursery School – termly curriculum overview

In our **Literacy** lessons we will be learning to:

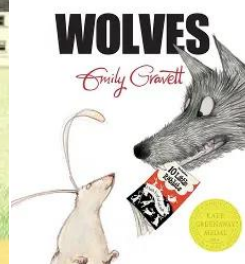
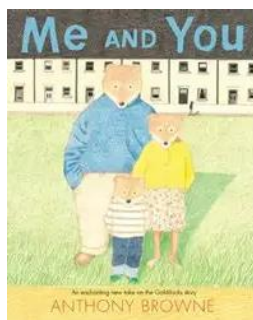
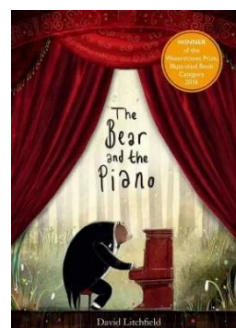
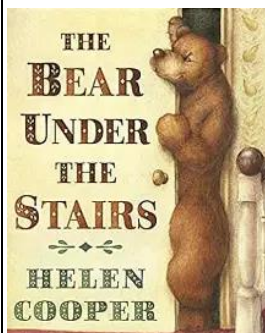
- use our known phonic sounds when spelling words
- spell words with different alternative spellings,
- write narratives about my personal experiences and those of others (real and fictional).
- retell a story using story language
- use drama to explore character feelings
- make predictions as to what will happen next in books
- write alternative endings to stories
- use question marks and exclamation marks
- use conjunctions such as 'but' to join sentences.
- use commas in a list
- begin to edit our work
- continue to improve our handwriting and presentation by looking at letter size, ascenders and descenders, and letter orientation.

This will be taught through texts that are about pride and bravery.

The topics for **class two** for Autumn term:

## Seasons Bonfire Night and the Great Fire of London

Our class books:  
The Bear Under the Stairs



In our **Mathematics** lessons we will be learning to:

- Recognise the place value of each digit in a two-digit number (tens, ones)
- Securing fluency of addition and subtraction within 10 and 20.
- Count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100, use < and = signs.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones
- Grouping numbers in different ways and relating to multiplication.

### KIRFs

- Know number bonds up to 20.
- 10 and 2 times tables

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| <p>In our <b>Geography</b> lessons we will be learning to:</p> <ul style="list-style-type: none"> <li>• understand basic subject-specific vocabulary relating to physical geography</li> <li>• develop locational and place knowledge about their locality, and the UK as a whole</li> <li>• begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> <li>• identify seasonal and daily weather patterns in the UK</li> <li>• use simple fieldwork and observational skills in their school, its grounds and surroundings</li> <li>• use and construct basic symbols in a key</li> </ul>                      | <p>In our <b>Computing</b> lessons we will be learning:</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> | <p>In our <b>Art</b> lessons we will be learning:</p> <ul style="list-style-type: none"> <li>• to explore how we can transform a familiar object into new and fun forms.</li> <li>• that artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.</li> <li>• that making art can be playful and fun. That we can create things for other people to enjoy/use.</li> <li>• That we can use our imagination to help us shape the world.</li> </ul>                                                                                       |
| <p>In our <b>History</b> lessons we will be learning to:</p> <ul style="list-style-type: none"> <li>• know about significant events from the past – The Gunpowder Plot and The Great Fire of London</li> <li>• know where events they study fit within a chronological framework</li> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• choose and use parts of stories and other sources that they know and understand key features of events</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul> | <p>In our <b>RE</b> lessons we will be learning:</p> <ul style="list-style-type: none"> <li>• Learning how and why Christians and Muslims pray.</li> <li>• How we can make good choices.</li> <li>• worship and Spirituality: how individuals and communities' express belief, commitment and emotion.</li> <li>• To explore some forms of religious expression: thanksgiving and celebrations e.g., Christmas and Christingle.</li> </ul>                                                                                 | <p>In our <b>Design Technology</b> lessons we will be learning to:</p> <ul style="list-style-type: none"> <li>• explain that wheels move because they are attached to an axle.</li> <li>• recognise that wheels and axles are used in everyday life, not just in cars.</li> <li>• Identify and explain vehicle design flaws using the correct vocabulary.</li> <li>• design a vehicle that includes functioning wheels, axles and axle holders.</li> <li>• make a moving vehicle with working wheels and axles.</li> <li>• explain what must be changed if there are any operational issues.</li> </ul> |

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| <p>In our <b>PE</b> lessons we will be learning:</p> <ul style="list-style-type: none"> <li>• to remember and repeat simple gymnastic actions with control</li> <li>• to balance on isolated parts of the body using the floor and hold balance.</li> <li>• to develop a range of gymnastic moves, particularly balancing.</li> <li>• To choose and use a variety of gymnastic actions to make a sequence</li> <li>• To develop balance agility, accuracy and apply skills in a game.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>In our <b>PSHE</b> lessons we will be learning about <b>relationships</b>:</p> <ul style="list-style-type: none"> <li>• Families and friendships - making friends, feeling lonely and getting help</li> <li>• Safe relationships - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> <li>• Respecting ourselves and others - Recognising things in common and differences; playing and working cooperatively; sharing opinions</li> </ul> | <p>In our <b>Music</b> lessons we will be learning to:</p> <ul style="list-style-type: none"> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• create music in response to different starting points</li> <li>• Developing our singing</li> </ul> |
| <p>In our <b>Science</b> lessons we will be:</p> <p><u>Animals' need for survival</u></p> <ul style="list-style-type: none"> <li>• Finding out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> <p><u>Humans</u></p> <ul style="list-style-type: none"> <li>• Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Identifying and classifying.</li> <li>• Gathering and recording data to help in answering questions.</li> <li>• Performing simple tests.</li> <li>• Using simple features to compare objects, materials and living things and, with help, decide how to sort and group them</li> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment</li> <li>• Explore the world around them and raise their own questions.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                     |