



# Gainsborough Primary and Nursery School

## Curriculum Brochure for Parents and Carers



### English

**Key vocabulary:** sentence, full stop, capital letter, finger space, handwriting, adjectives, verbs, nouns.

**What pupils will learn:**

The children will continue to develop their writing skills and will begin to build simple sentences with a particular emphasis on correctly using capital letters and full stops. Through a range of stimulating and engaging texts the children will learn to recognise and effectively use different word types including nouns, adjectives, verbs and conjunctions.

We will explore fiction and non-fiction in this term.

### History

**Key vocabulary:** before, after, past, present, then and now houses of parliament, Guy Fawkes, King James I, gunpowder, guard, captured, cellar,

**What pupils will learn:**

- I can explain how we know about the gunpowder plot
- I can describe what people do on bonfire night
- I can explain why people celebrate bonfire night
- I can recall the main facts about the gunpowder plot

In History, the children will be exploring chronology by looking at themselves and their families – they will become confident in using the terms; ‘before’, ‘after’, ‘then’, ‘now’, ‘past’ and ‘present’. Children will explore the history of Bonfire Night and The Gunpowder Plot using artefacts to learn about the past. We will explore and understand the reasons people still celebrate Bonfire Night today.

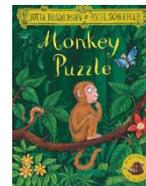
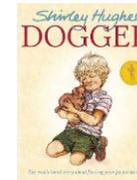
### Year 1

#### Autumn Term All about me

Focus texts:

Stanley’s Stick by John Hegley  
Hughes

Dogger by Shirley  
Hughes



Monkey Puzzle  
by Julia Donaldson

#### Educational visits

**Autumn 1- Tuesday 17<sup>th</sup> September – Library**

**We will be walking to our local library to find out what it has to offer and to read some new books.**

**Free trip**

**Autumn 2 – Tuesday 10<sup>th</sup> December - Aladdin on ice.**

**We will be looking forward to visiting the ice rink in Altrincham to see a Christmas performance of Aladdin on ice.**

**Cost £12 approx**

### Maths

**Key vocabulary:** counting, more, less, numerals, more than, less than, fewer, equal to, addition, subtraction.

**What pupils will learn:**

This term we will be focusing on place value and number. The children will be counting forwards and backwards across 100 in steps of 1, 2, 5 and 10. The children will also explore one more and one less as well as begin to identify the numbers 1-20 in words and numerals. The children will represent amounts using objects, pictures and number lines and begin to compare two quantities using language such as ‘more than’, ‘less than (fewer)’ and ‘equal to’. The children will also begin to explore simple addition and subtraction using objects and pictures to support them.

#### Science – Animals including humans

**Key vocabulary:**

Bones, skeleton, support, movement, protect, hear, sight, smell, touch, taste, season, weather.

**What pupils will learn:**

I can identify, name, draw and label the basic parts of the human body.

I can name the five senses and say which part of the body is associated with each sense.

I can describe and compare the structure of common animals (mammals, fish, birds, reptiles, amphibians)

In science the children will learn all about their body. They will learn to identify and name key body parts and learn the main functions of these body parts. The children will also explore their five senses and how they are used to make sense of the world around us. Children will then learn about animals and their features. We will identify what different animals eat and learn about different classifications of animals (mammals, fish, birds, reptiles, amphibians)

### **Geography**

**Key vocabulary:** United Kingdom, UK, ocean, island, England, Scotland, Wales, Northern Ireland,

**What pupils will learn:**

- I can explain the term 'ocean'
- I can explain what an island is
- I can explain why the UK is an island
- I can name the 4 countries of the UK.

In Geography, the children will be exploring where they live. They will identify the United Kingdom on a map and learn the 4 countries of the UK. We will use maps, atlases and globes to understand what an ocean is and why the UK is an island.

### **PSHE -**

**Key vocabulary:** behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype

**What pupils will learn:**

- I can understand that families look after us
- I can begin to understand the importance and characteristics of positive friendships
- I can begin to understand that friendships can have problems but we can overcome them

The children will explore emotions and use real scenarios to solve friendship problems and discuss the qualities of a good friend. We will play games and use drama to explore feelings. The children will also be working on *No Outsiders* programmes. This will give them the opportunity to explore both their own mental well-being and how to support others as well as develop an awareness of inclusion and tolerance.

### **RE**

**Key vocabulary:** religion, belief, Christian, Jesus, Bible, stories, Christmas,

**What pupils will learn:**

- I can explain what I already know about religion.
- I can explain what a Christian is.
- I know what the bible is, why and who it is important to.
- I can explore some bible stories in detail.
- I can begin to show curiosity and ask questions about Christian stories.
- In RE the children will be focusing on Christianity. They will explore the bible and its importance to Christians. They will also specifically focus on the festival of Christmas.

### **Design Technology**

**Key vocabulary:** Blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy, ingredients Juice, juicer, leaf, plant, recipe, root, seed, select, smoothie, stem, table knife, taste, tree, vegetable, vine

**What pupils will learn:**

- I can identify fruits
- I can describe where fruits and vegetables grow
- I can practise food preparation skills
- I can select ingredients for a recipe
- I can apply food preparation skills to a recipe.
- I can evaluate against the design brief
- Children will explore and taste different fruits, then use their preferences to design and create a smoothie while applying food preparation skills.

### **Music**

**Key vocabulary:** music, rhythm, pulse, beat, fast, slow, singing voice, speaking voice, warm up, expressive, contrast

**What pupils will learn:**

- I can use my voice and hands to make music
- I can play simple rhythms on an instrument
- I can listen to and repeat short rhythmic patterns
- I can understand the difference between pulse and rhythm.
- I can express a basic opinion about music (like/dislike) using musical vocabulary.
- I can use voices to perform a song with a fast and slow beat
- I can use singing voices and an instrument to perform a song with a fast and slow beat.

**Computing:** device, icon, log in, log out, password, notification, private, button, file name

**What pupils will learn:**

- I can log in safely, create a picture and save it
- I can save my work and use the 'work area'
- I can some resources and icons on Purple Mash
- I can use common icons (save, print, open, new) and understand the importance of logging out.
- The children will become familiar with logging onto and accessing a range of devices. They will learn about the importance of online safety and keeping passwords safe.

### **Art - Drawing**

**Key vocabulary:** Sketching, shading, thick, fine, pattern.

**What pupils will learn:**

- I can use my pencil to make different types of marks.
- I can recreate simple patterns.
- I can put patterns together to make my own piece of artwork.
- The children will explore the work of Wassily Kandinsky.

### **PE – Gymnastics**

**Key vocabulary:** balance, agility, flexibility, roll, curl, travel

**What pupils will learn:**

- I can make my body curled, tense, stretched and relaxed
- I can control my body when travelling and balancing
- I can copy sequences and repeat them
- I can roll, curl, travel and balance in different ways
- I can create my own sequence
- The children will learn to move their bodies and balance with control. They will also put these balances and movements together to begin to form simple routines.

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