



**Learning in Form 1  
Autumn 2024**



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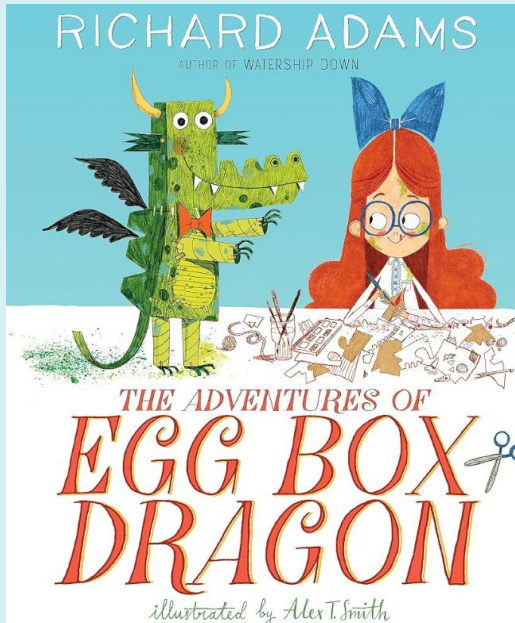
# Overview of Autumn Term Curriculum

## Form 1

	Autumn 1	Autumn 2
<b>English</b>	<b>Adventures of Egg Box Dragon</b> by Richard Adams  <b>My First Dog</b> by Dawn Bates	<b>Adventures of Rabbit and Bear: Rabbit's Bad Habits</b> by Julia Gough
<b>Mathematics</b>	<b>Place Value, Addition &amp; Subtraction, Shape &amp; Data, Money &amp; Time</b>	
<b>Science</b>	<b>All About Me</b>	<b>Animals and their needs</b>
<b>Knowledge (History)</b>		<b>Discovering History</b>
<b>Knowledge (Geography)</b>	<b>Spatial Sense</b>	
<b>Art</b>	<b>Colour</b>	<b>Line</b>
<b>STEAM</b>	<b>LEGO Curriculum Engineering Challenges</b>	<b>STEM Challenges - Journey Through Nature &amp; Animal Adaptations</b>

# ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

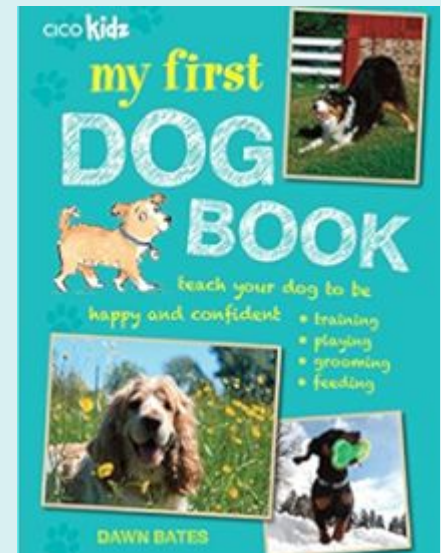


Arts and crafts literally come to life when Emma brings home a dragon she has constructed from a range of materials – shiny bicycle reflectors, black bin liners, thick wire and, predominantly, cut up egg boxes. A night under the moon awakens the Egg Box Dragon who quickly becomes famous for his ability to find lost objects, eventually coming to the notice of the Queen. The comically expressive characters in Alex T. Smith's pictures operate in a mid-twentieth century setting in terms of fashion and furniture blended with colours and patterns suggestive of a fantasy world.

**Potential Writing Outcomes :** Personal narrative, diagrams and plans, kennings, speech / thought bubbles, news script, lists, invitations, poetry, persuasive letter, information writing, extended narrative

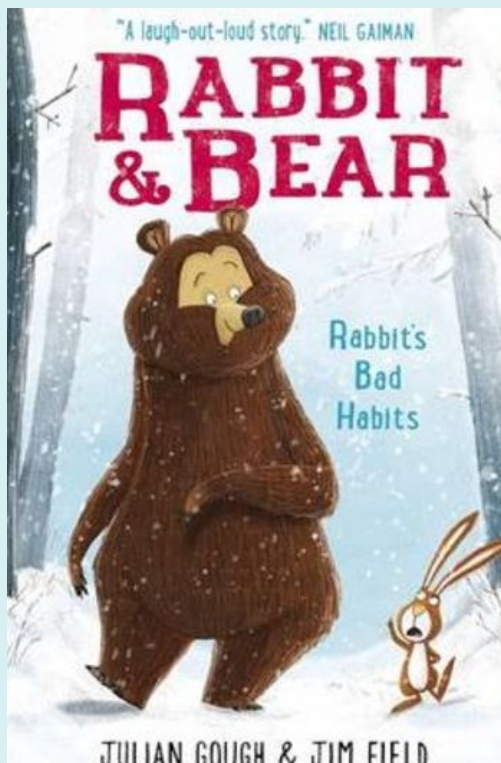
Pupils gain a good understanding of animals and their needs in their Science unit and the book "My First Dog" supports them to write a non-chronological report on 'How to look after a pet'. A key focus of this unit is for the pupils to begin identifying the difference between fiction and non-fiction texts, it is suggested that the pupils practise sorting books into fiction and non-fiction throughout the unit.

**Potential Writing Outcomes :** Non- Chronological report



When Bear wakes up early from her hibernation, she decides to build a snowman. Her grumpy neighbor, Rabbit, decides to build an even better one. *Rabbit & Bear: Rabbit's Bad Habits* is full of laugh-out-loud moments and chronicles the forming of an unlikely friendship. This unit gives pupils the opportunity to engage confidently with a chapter book and respond to characters, plots and themes in a variety of ways.

**Potential Writing Outcomes :** Persuasive Writing, information writing, explanation, poetry, writing in role, free writing and narrative





# PHONICS

Orchard House School follows the Read, Write, Inc programme for the teaching of phonics. Teaching of phonics takes place daily and follows the RWI scheme planning. All children are grouped based on their phonic knowledge. RWI assessments are completed once every half term and children are grouped accordingly.



## Useful Terminology

- **Fred Talk** – sounding out the word before reading (blending)
- **Sound-blending** – putting sounds together to make a word, e.g. c-a-t cat
- **Special friends** – sounds written with more than one letter, e.g. sh, ng, qu, ch
- **Speed Sounds** – the individual sounds that make up words

## Progression of phonics teaching is as follows:

- **Set 1 Speed Sounds:** these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck
- **Set 2 Speed Sounds:** ay ee igh ow oo ar or air ir ou oy
- **Set 3 Speed Sounds:** ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
- **Additional Sounds:** ue, ie, au, e-e, e, kn, ck, wh, ph

Speed Sounds Set 1					Speed Sounds Set 2					
m	a	s	d	t	ay	ee	igh	ow	oo	
i	n	p	g	o	oo	ar	or	air	ir	
c	k	u	b	f	ou	oy	ea	oi		
e	l	h	sh	r	a-e	i-e	o-e	u-e	aw	
j	v	y	w	th	are	ur	er	ow	ai	
z	ch	qu	x	ng	oa	ew	ire	ear	ure	
			nk							



# MATHEMATICS

*\*Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events. Children will be grouped into 3 sets from the second or third week of the Autumn term. These are flexible sets and are subject to change.*

<b>Week commencing</b>	<b>Learning Objectives for Autumn 1</b>
09/09/24	<b>Place Value:</b> Count to 20 and estimate quantities Partition teen numbers; compare
16/09/24	<b>Addition &amp; Subtraction:</b> Adding by counting on
23/09/24	<b>Addition &amp; Subtraction:</b> Partitioning to create number bonds
30/09/24	<b>Addition &amp; Subtraction:</b> Subtraction: count back/take away
07/10/24	<b>Place Value:</b> Count to 100 in 1s/10s; compare, order
14/10/24	<b>Addition &amp; Subtraction:</b> Add by counting on (numbers to 20)

<b>Week commencing</b>	<b>Learning Objectives for Autumn 2</b>
04/11/24	<b>Addition &amp; Subtraction:</b> Number bonds to 10
11/11/24	<b>Money:</b> Coins to 10p: identify & exchange Make amounts / find all possibilities
18/11/24	<b>Place Value / Addition &amp; Subtraction:</b> Say 1/10 more or less up to 100
25/11/24	<b>Time:</b> Tell o'clock times; sequence events Days of the week, months of the year
02/12/24	<b>Shape:</b> Explore shapes and lines of symmetry Understand/ identify 2D shapes
09/12/24	<b>Shape &amp; Data:</b> Sort 2D shapes according to properties Understand/identify 3-D shapes



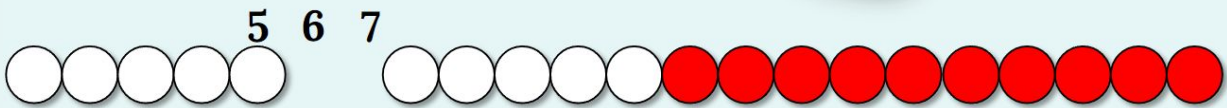
# MATHEMATICS

## CALCULATION METHODS

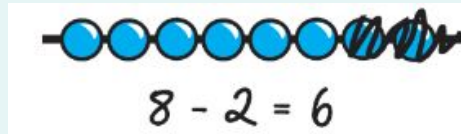
Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

### Addition and Subtraction Adding by counting on. Subtraction by counting back

$$5+2 =$$



$$8-2 =$$



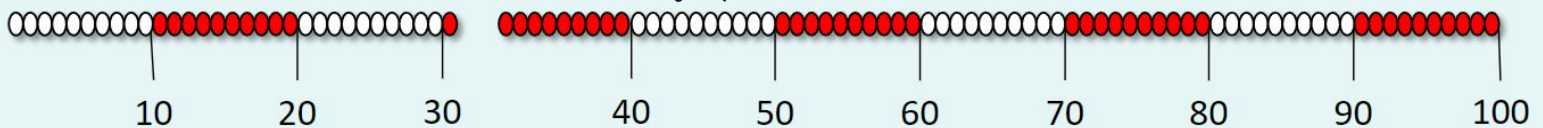
### Adding and subtraction - starting to understand the inverse

$$10+2 = 12$$

$$12-2 = 10$$



### Say 1/10 more or less



31 is 1 more than 30. 30 is 1 less than 31

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 more than 35 is 45.  
35 is 10 less than 45.





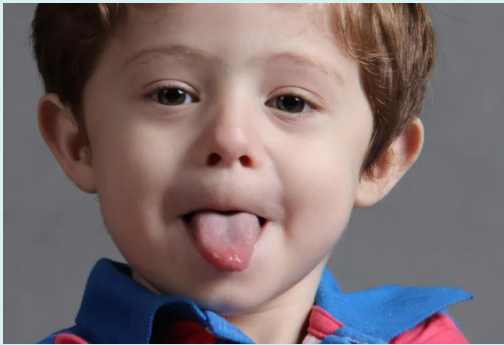
# SCIENCE

First-hand exploration and discovery cements our pupils' scientific study. Our Science teaching is progressive, filled with experiments and active learning, both in and outside the classroom.

## All About Me

**During this unit, the children will:**

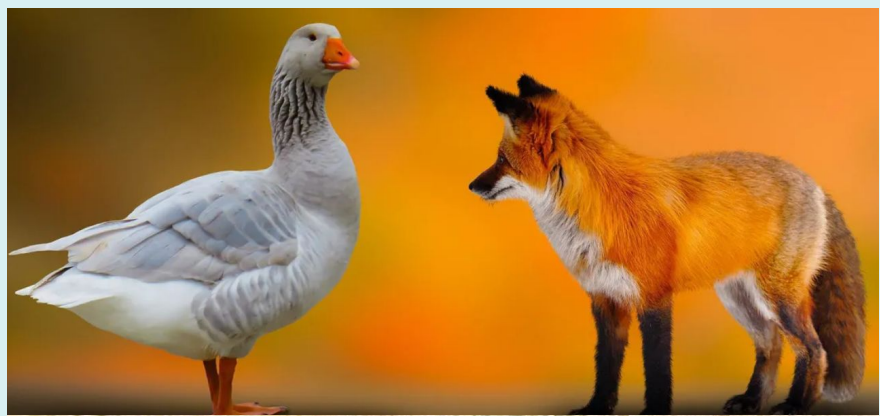
- Identify, name, draw and label the basic parts of the human body.
- Say which part of the body is associated with each sense



## Animals and their Needs

**During this unit, the children will:**

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores







# GEOGRAPHY

## Spatial Sense



Topic	Knowledge Goals
Aerial Views	<p>The word aerial means from above.</p> <p>When we look at something from above we call this an 'aerial view'.</p> <p>Sometimes objects look different from an aerial view.</p>
Using Words to Describe My Location	<p>Location means the place where something is.</p> <p>We can use words to describe location.</p> <p>We can use words to compare the location of different places.</p>
Maps	<p>Maps give us information about places.</p> <p>Location means where something is.</p> <p>Maps use symbols to show where things are.</p>
Compass Points	<p>We can give directions such as forwards, backwards, left or right.</p> <p>Compasses can be used to find direction and navigate.</p> <p>A compass has four points; north, south, east and west.</p>
What makes a good map?	<p>Maps often have a title, labels and symbols.</p> <p>Maps often have a key which explains any symbols.</p> <p>Maps often have a compass showing north, south, east and west.</p>





# History

## Discovering History

Topic	Knowledge Goals
<b>What is the past?</b>	<p>The past is all the things that have already happened.</p> <p>History tells us stories from the past.</p> <p>People who study the past are called Historians.</p>
<b>Family Trees</b>	<p>A family tree shows us how people are related.</p> <p>Family trees can show us who got married and who had children.</p> <p>The Royal Family Tree shows us who was the King or Queen in the past.</p>
<b>How do we know about the past?</b>	<p>Sources tell us about the past.</p> <p>Books, photos and letters are sources that can tell us about the past.</p> <p>Mary Seacole lived a long time ago and we can find out about her through sources.</p>
<b>What do archaeologists do?</b>	<p>A long time ago, people did not write books about their lives.</p> <p>Archaeologists are people who find things that belonged to people from long ago and learn about them.</p> <p>Often, archaeologists have to dig in the ground to find things that belonged to people from long ago.</p>
<b>Our Local History</b>	<p>To understand that people lived in Chiswick a long time ago.</p> <p>To know that people travelled around differently a long time ago.</p> <p>To know that in London, a long time ago, people travelled by walking, or by horse and carriage.</p>





# STEAM

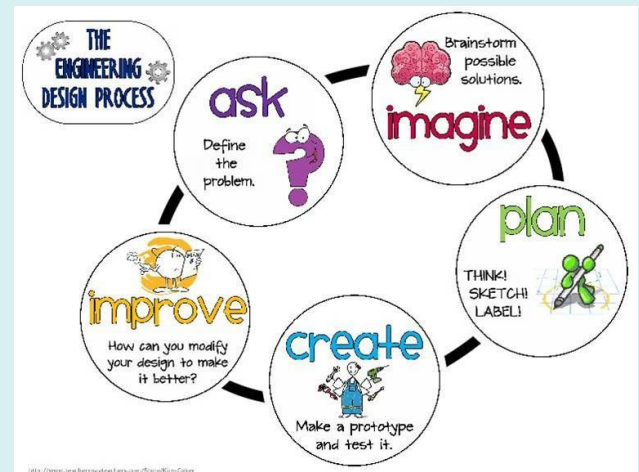
## Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

## LEGO Curriculum

The children will embark on a series of building LEGO building challenges that lay the foundations for the engineering process.



## STEM CHALLENGES - Journey Through Nature & Animal Adaptations

The children complete 5 STEM challenges that focus on animals and nature.

1. What do bees do? - Exploring insect pollination.
2. Pollution Solution - Testing our air for pollution
3. Nature Walk Diary- Recording observations, smells and sounds
4. Hedgehog Hibernation - Creating shelters for hedgehogs
5. Disguises and Camouflage - Children explore how humans have copied animals to create colour changing materials.





# PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

<b>Being Me in My World</b>	<b>Celebrating Difference</b>
<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>







# PHILOSOPHY & ORACY

*Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.*

## **What is Sticky Questions?**

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There’s no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It’s not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

## **Coaching Questions**

Below are some questions you can use to help facilitate deeper discussions with your child:

- Can you say why?
- Can you say more?
- How do you mean?
- Can you give me an example?
- Why is that important?
- How could you disagree with yourself?

**Should grown ups be told to tidy their rooms?**

**If you took the hands off a clock, is it still a clock?**

**Santa is hiring new elves. What sort of person is he looking for?**

**Can anything be enormous and tiny at the same time?**



# BEYOND THE ORCHARD



## SPORT



### PE

#### Games for understanding

Each week the children will learn the fundamentals of a variety of different sports. They will develop ball skills for different sports and explore principles of attack and defence. They will develop their tactical awareness and game play.

### GAMES

#### Netball

- Practise hand eye coordination skills through catching and throwing with soft and hard balls
- Introduction to roles of attacking and defending
- Understand how to shoot in a simplified game
- To be able to play small sided games
- To be able to move and pass to another team mate

#### FOOTBALL

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting
- To be able to show this in small sided games
- Introduction to attacking and defending in football
- Practise shooting
- Play a small sided game
- Understand basic rules



# BEYOND THE ORCHARD

## Computing

The children will start the academic year looking at some theory including what computers are and how they are connected using networks. They will start to use algorithms to develop computational thinking, including debugging.



## Music & Performance

### Drama

Form 1 will begin to explore the creative principles of drama through teamwork and independent exploration. We will focus on creating fairytale archetype characters and utilising our physicality, vocality and imagination to bring these fantasy people to life. Children will be encouraged to pay particular attention to the importance of finding the truth and believability within these fantasy lives.

### Music

The children will explore pace and rhythm through musical games. They will also explore composition work with untuned percussion and learn how to respond to changes in tempo.



## Art

This term, the children will be introduced to primary and secondary colours, as well as warm and cool colours. They will explore the works of Hockney and Monet and create their own pieces inspired by these artists. They will also explore the works of Miro and Klee to gain an understanding of use of line by artists.



## French

The children will be exposed to simple French phrases and seasonal and cultural vocabulary through songs, games and story books. Their learning will include:

- Paris landmarks
- Greetings
- Days of the week & seasons
- Fruits
- Colours



# Knowledge Organisers

## What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

## The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

## How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.



# Knowledge Organiser



KEY VOCABULARY	
aerial view	what something <b>looks like from above</b>
map	a picture showing <b>where things are located</b> in an area
location	the place <b>where something is</b>
compass	a tool used to <b>find out directions</b>
key	a tool used to show <b>what symbols on a map represent</b>
symbol	a <b>picture on a map</b> that represents something
navigate	to <b>find the way</b>



a good map has:

a title

a key

symbols

compass points

a person who draws maps is called a cartographer







## Discovering History



KEY VOCABULARY		
history	the story of <b>the past</b>	
historian	a <b>person</b> who learns about the past	
pre-history	the <b>time before</b> people wrote things down	
archaeologist	a person who <b>looks in the ground for clues</b> about the past	
artefact	an object made and <b>used a long time ago</b>	








# The Human Body

## BODY PARTS

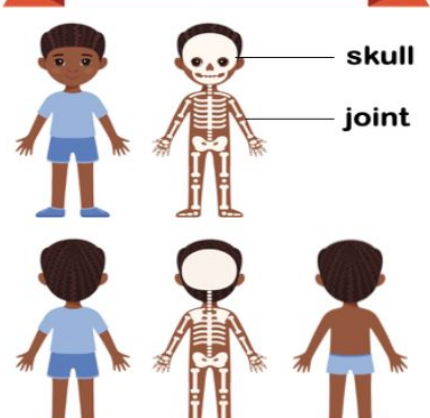


arm      foot      knee      leg

## 5 SENSES

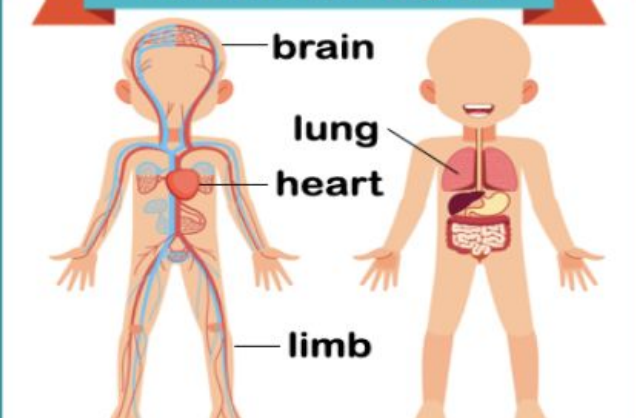
nose	eye	hand	ear	tongue
				
<b>SMELL</b>	<b>SIGHT</b>	<b>TOUCH</b>	<b>HEARING</b>	<b>TASTE</b>
smell	sight	touch	hearing	taste

## Human Skeleton



skull  
joint

## The Human Organs




brain  
lung  
heart  
limb

# Animals


<p><b>bird</b></p> 	<ul style="list-style-type: none"> <li>• young born in eggs</li> <li>• feathers</li> <li>• warm-blooded</li> </ul>
<p><b>fish</b></p> 	<ul style="list-style-type: none"> <li>• scales</li> <li>• gills</li> <li>• live in water</li> <li>• cold-blooded</li> </ul>
<p><b>reptile</b></p> 	<ul style="list-style-type: none"> <li>• young born in eggs</li> <li>• cold-blooded</li> </ul>
<p><b>amphibian</b></p> 	<ul style="list-style-type: none"> <li>• young born in eggs</li> <li>• cold-blooded</li> <li>• lives in water and on land</li> </ul>
<p><b>mammal</b></p> 	<ul style="list-style-type: none"> <li>• young born live</li> <li>• warm-blooded</li> <li>• fur</li> </ul>

**What animals eat**


**herbivore**



**omnivore**



**carnivore**



## Herbivores

 Rhinoceros	 Deer
 Parrot	 Koala
 Hippopotamus	 Giraffe

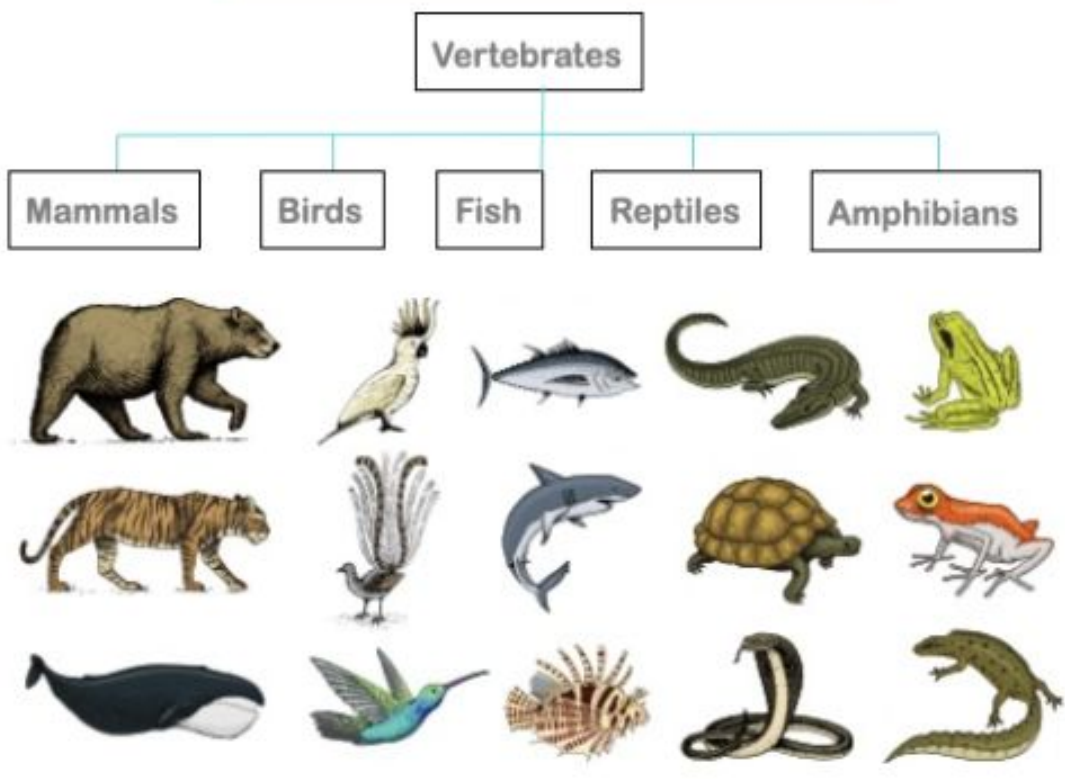
## Carnivores

 Tiger	 Cuttlefish
 Platypus	 Anteater
 Shark	 Lion

## Omnivores

 Hedgehog	 Boar
 Skunk	 Monkey
 Kiwi	 Bear

## Classification of animals





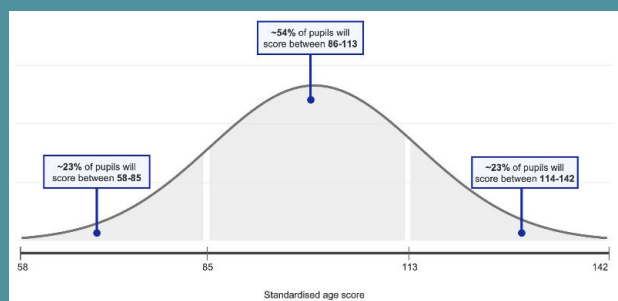
# Assessments

## Autumn Term

### Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



### Assessments taken by Form 1 children at Orchard House School in the Autumn Term

#### NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

#### New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.

#### Phonics Screening Check

The phonics screening check is a statutory check which was introduced by the government in 2012 and administered to children in Year 1. It is designed to check whether pupils have a good understanding of what they have learned in phonics so far. The child takes the test during a one-to-one sitting with a teacher where they are asked to read (i.e. decode) 40 words. Most of these words are real words, but some are also pseudo-words. A pseudo-word is a fake word that features strings of letters that resemble real words.