



H O W   D O   I   S U R V I V E  
O N   A   D E S E R T  
I S L A N D ?  
A U T U M N   1



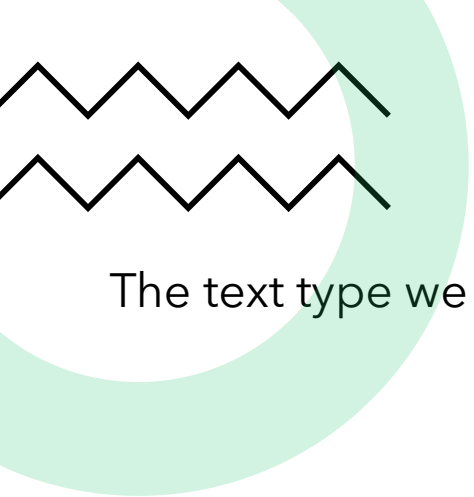


# READING

In our specific RWI groups we will continue to develop our word reading by :

- Applying our phonic knowledge taught so far working towards reading fluently (quickly and accurately).
  - Reading words containing common suffixes
  - Reading common exception words.
  - Re-reading books closely matched to our phonics level
- 
- Also, we will:
  - Develop our pleasure in reading through recommendations in book club





# WRITING

The text type we are learning about this half term is:

- Narrative adventure

We will be reading:

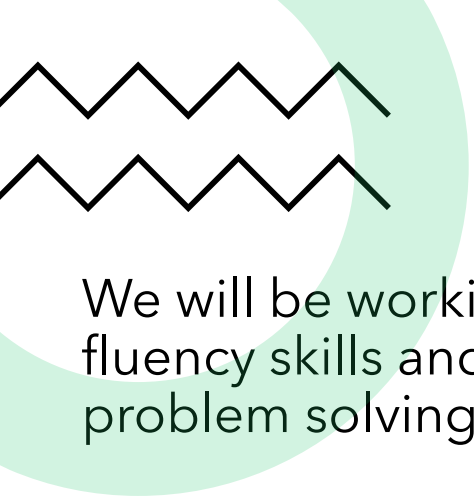
- Grandad's Island by Benji Davis

Our grammar focus will be:

- Capital letters for the names of people, places, the days of the week and the personal pronoun 'I'
- Full stops
- Exclamation marks
- Question marks







# MATHS

We will be working through our maths units, focusing on fluency skills and then developing our reasoning and problem solving.

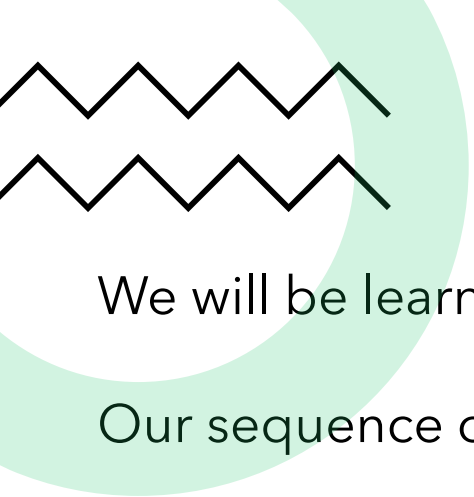
## **Place Value**

- Numbers & counting
- Tens & ones / place value
- Number words & expanded form
- Number lines & estimation
- Compare & order
- Count in 2s, 3s, 5s, 10s

## **Addition & Subtraction**

- Number bonds & fact families
- Add/subtract 1s & 10s
- Two-digit add/subtract
- Add three numbers / mixed problems
- Compare & missing numbers





# SCIENCE

We will be learning about materials.

Our sequence of learning will be:

Lesson 1- I can explain the suitability of different materials.  
Lesson 2 - I can investigate how shapes of solid objects can be changed.  
Lesson 3- I can carry out an investigation to compare the suitability of materials.  
Lesson 4- I can use my observation to suggest answers to questions.

Topic outcome: Reply to a letter from a person stranded on an island explaining what suitable materials they need to make a boat.



1. Properties is what a material is like and how it behaves.
2. Charles Macintosh invented waterproof fabrics and made a waterproof Mackintosh raincoat in 1824.



# G E O G R A P H Y

We will be learning about beside the seaside and Grace Darlin. Our sequence of learning will be:

- I can identify physical and human features.
- I can use a key to locate landmarks on a map.
- I can describe the location of human and physical features on a map using compass directions.
- I can devise a simple map and construct basic symbols in a key.
- I can follow a given route using directional language and compass skills.
- I can create a set of instructions using directional language and compass skills.

Topic outcome: To create treasure hunt using directional language and compass skills.



1. A physical feature is something which is natural – it happens naturally
2. A human feature is something man - made or it was made by a human e.g. buildings



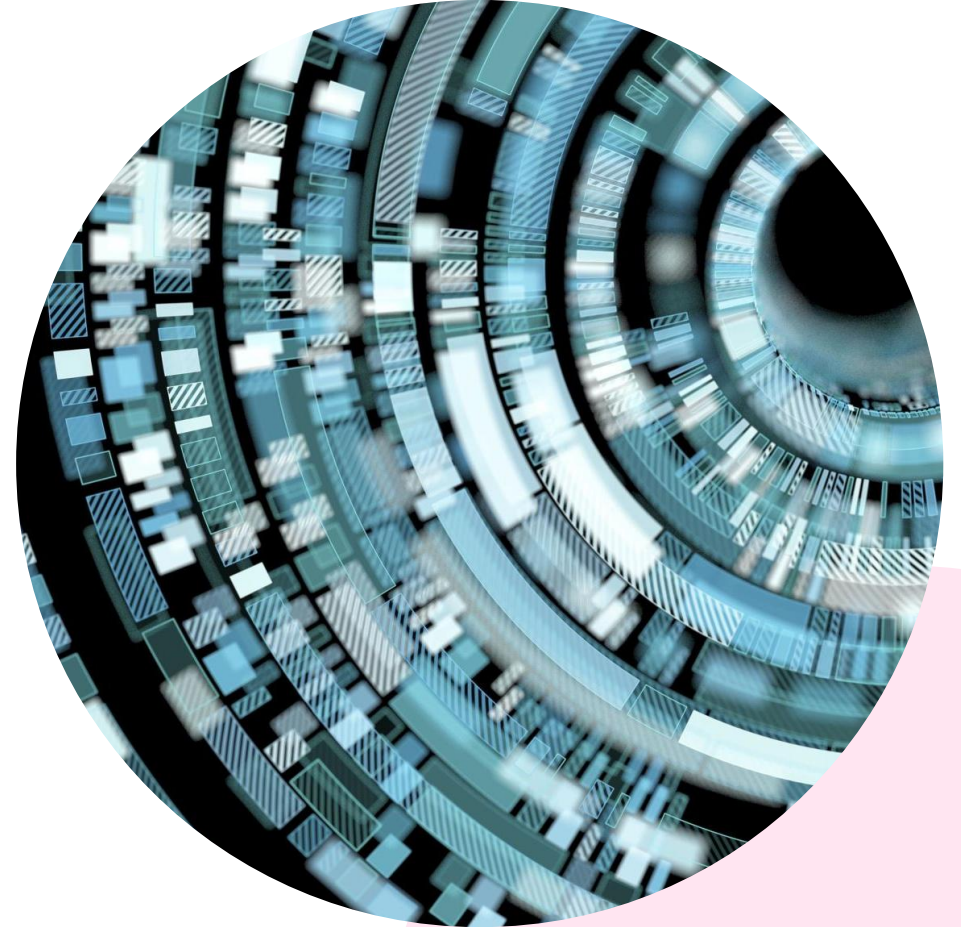




# COMPUTING

We will be learning about Computing systems and networks  
- IT around us:

- To recognise the uses and features of information technology
- To identify the uses of information technology in the school
- To identify information technology beyond school
- To explain how information technology helps us
- To explain how to use information technology safely
- To recognise that choices are made when using information technology



# PSHE

We will be learning about 'Very Important Persons (VIPs) in children's lives. Children will identify who the special people in their life are and what makes a special person.

- o I can talk about the very important people in my life and explain why they are special.
- o I can describe why families are important.
- o I can describe what makes someone a good friend.
- o I can describe ways to help resolve arguments and disagreements without being unkind.
- o I can cooperate with others to achieve a task.
- o I can describe how I can show my special people that I care about them and I understand why this is important.



1. I dial 999 for emergency help.
2. Childline telephone is 0800 1111.





# DT

In DT we will building a boat using the design, make, evaluate sequence.

1. Designing our mini boat with a purpose of it being able to float. Children draw their ideas. Pupils begin to explain what materials they will use and why.
2. Children select materials and build/ join their materials. Exploring how they can make their design stronger, stiffer and more stable.
3. Pupils evaluate their work (what went well, what didn't, what they would do next time).



# R E

We will be learning about who a Muslim is and how they live.

- I can explain who Muslims believe in and whose example they follow
- I can explain why the Shahadah is important to Muslims
- I can describe the 3 important things Muslims believe about God/Allah
- I can explain why Muslims believe the Prophet Muhammad is so important
- I can give at least one example of how a story of the Prophet shows a Muslim how to behave.

Topic outcome: Children will be able to give examples of how Muslims believe they should behave.



1. Muslims believe in only one God, Allah.

2. Muslims believe that Allah created everything.





# P E

We will be learning about:

## Tag Rugby:

Step 1: To hold and move with a rugby ball

Step 2: To pass the ball pointing the nose of the ball

Step 3: To pass accurately to a partner

Step 4: To defend by tagging

Step 5: To get passed a defender

Step 6: To try score goals by getting past opponents

## Hockey:

Step 1: To move into space showing awareness of others.

Step 2: To move with control.

Step 3: To pass/receive a ball with control.

Step 4: To dribble a ball using a hockey stick.

Step 5: To move towards a goal to defend it.

Step 6: To compete against others trying to score







# MUSIC

Our musical learning will be based on the song 'Tony Chestnut'.

- Improvise rhythms along to a backing track using the note C or G.
- Compose call-and-response music.
- Play the melody on a tuned percussion instrument.
- Sing with good diction.
- Recognise and play echoing phrases by ear.





We will be reading The Snail and the Whale by Julia Donaldson.



Our Autumn Term trip will take place in Autumn 2.



We will create a treasure hunt using directions and compass points to help others find the treasure.



We will be making desert island fruit skewers.



[Sergio Mendes - Fanfarra Cabua Le Le \(Official Visualizer\)](#)



We will explore the outdoors to survive on a desert island by finding natural items for shelter, food, or tools.



We will link to Kernow by looking at how people in Cornwall have used the land and sea to survive and comparing this with island survival.



We will share ideas, learn about survival skills from different cultures, and make sure everyone has an equal chance to take part.



We will investigate how the shapes of solid objects can be changed and compare the suitability of different materials.



We will link to climate change by exploring how rising temperatures and extreme weather affect survival on islands.

