

| Year: 1Term: Autumn 2 |
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| Subject | **Prior Skills/Knowledge/language** | **New skills** | **Planning** |
| EnglishTraditional Tales – *Rapunzel*Instructions – *Rapunzel* | **EYFS****Listening and attention****Listen** attentively in a range of situations. **Listen** to stories, accurately anticipating key events and **respond** to what they hear with relevant **comments**, **questions** or **actions**. **Understanding****Follow** instructions involving several ideas. **Answer** ‘how’ and ‘why’ questions about their experiences.**Respond** to stories or events.**Speaking****Use** past, present and future forms accurately when talking about events that have happened or are to happen in the future.**Develop** their own narratives and explanations by connecting ideas or events.**Writing****Use** phonic knowledge to write words in ways which match their spoken sounds. **Write** some irregular common words. **Write** simple sentences which can be read by themselves and others. **Reading****Read** and **understand** simple sentences. **Demonstrate** understanding when talking with others about what they have read. | **KS1****Speaking & Listening:** **Listen** and **respond** appropriately to others.**Build** their vocabulary.**Give** well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**Speculate**, **imagine** and **explore** ideas.**Participate** in discussions, presentations, performances, role play and debates.**Reading:** **Apply** phonic knowledge and skills as the route to **decode** words.**Read** common exception words.**Listen** to and **discuss** a wide range of stories.**Become** familiar with key stories, retelling them.**Recognising** and **joining** in with predictable phrases.**Writing:** **Compose** a sentence orally before writing it.**Sequence** sentences to form short narratives.**Leave** spaces between words.**Begin** to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.**Use** capital letters appropriately.  | Journey narrative1. **Explore** and **respond** to key ideas in the text. **Research** background information.

**Make** predictions about how events will unfold.1. **Identify** key language features.

**Understand** that events should be organised to create a clear structure.**Retell** stories using text mapping.**Produce** short poetic writing pieces inspired by the text.1. **Combining** words to **engage** the reader.

**Plan, draft, edit** and **review.****Produce** a narrative text using careful language choices.Letters1. **Consider** how characters are feeling, dramatising events in the story using role play.**Devise questions** to ask that character. **Develop** well-structured sentences to describe.2. **Identify** the features of a letter.**Make** deductions based on evidence from the text and respond imaginatively.3. **Orally rehearse** sentences before writing.**Plan, draft, edit** and **review.****Produce** a letter, **applying** all the learning from this block. |
| MathsAddition and SubtractionGeometryNumber and place value (1-20) | **EYFS** **Numbers****Count** reliably with numbers from one to 20, **Place** them in **order** and say which number is one more or one less than a given number.**Use** quantities and objects, add and subtract two single-digit numbers.**Count on** or **back** to find the answer.**Solve** problems, including **doubling**, **halving** and **sharing**. | **Addition and Subtraction****Solve problems** with addition and subtraction: using concete objects and pictorial representations, including those involving numbers, quantities and measures; **applying** their increasing knowledge of mental and written methods.**Recognise** and **use** the inverse relationship between addition and subtraction and use this to **check** calculations and **solve** missing number problems.**Geometry**Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles).Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres).**Number and place value** (within 20)**Count** to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.Given a number, **identify** 1 more and 1 less.**Identify** and **represent** numbers using objects and pictorial representations including the number line, and **use** the language of: equal to, more than, less than (fewer), most, least.**Read** and **write** numbers from 1 to 20 in numerals and words. | **Addition and Subtraction****Solve** one-step problems that involve addition and subtraction**, using** concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. **Geometry**To recognise, sort and explore patterns using 2D and 3D shapes.**Number and place value** (within 20)Number: Place Value (within 50 – multiples of 2, 5, 10) **Count** forwards and backwards within 20. They **use** a number track to support where needed, in particular, crossing the tens boundaries and with teen numbers. **Use** practical equipment to represent numbers to 20 They continue to **build** their **understanding** that ten ones can be grouped into one ten. |
| ScienceUses of Everyday Materials(Following on from Autumn 1) | **EYFS** **Understanding the World****Know** about similarities and differences in relation to objects and materials.**Talk** about and **make observations** tha**t** various objects can be made from a number of different materials.  | **Identify, name, draw and label** basic materials that can be found in everyday life (wood, metal, plastic, paper, etc…)**Use** observations and ideas to **suggest** answers to questions.**Gather** and **record** data to help answer questions.**Ask** simple questions and **recognise** that they can be answered in different ways.**Perform** simple tests.**Observe** closely, using simple equipment. | 1. **Changing Materials -** Chn will begin to distinguish between an object and the material an object is made from.
2. Chn will be able to identify and name various materials (wood, glass, metal, plastic, etc.).
3. **Material Strength -** Chn will be able to simply describe the properties of some materials.
4. To look at the sustainability of some materials and understand that not all materials will stay the same. (Steel rusts, etc…)
5. **Ship Building -** Pupils will learn about which materials can float and which materials sink and why.
6. **Materials in History -** The use of plastics and the damage that it can cause to our environment.
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| HistoryThe Great Fire of London | **EYFS Understanding the world****Talk** about past and present events in their own lives and in the lives of family members. **Know** about similarities and differences between themselves and others, and among families, communities and traditions. | **Understand** where and when the Great Fire of London started.**Understand** events of the Great Fire of London. **Find** out why the fire spread so quickly and stayed alight for so long.**Find** out about Samuel Pepys and his diary. **Explore** the role of firefighters of the past / now. | 1. Chn will begin to locate London on a map and recognise that the Great Fire of London happened in the past.
2. Chn will investigate and retell events of the build up and during the Great Fire.
3. Chn will explore a range of reasons as to why the Fire spread so quickly.
4. Chn will recreate buildings from London
5. Chn will find out the importance of SamuelPepys work in understanding whathappened at this time
6. Chn will explore and compare the role offirefighters of the past and now.
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| PEGymnastics | **EYFS** **Moving and Handling****Show** good control and co-ordination in large and small movements. **Move** confidently in a range of ways, safely negotiating space. **Handle** equipment and tools effectively. | Show basic control and coordination when travelling and when remaining still;Choose and link 'like' actions; Remember and repeat these actions accurately and consistently; Find and use space safely, with an awareness of others; Identify and copy the basic actions of gymnasts; Use words such as rolling, travelling, balancing, climbing; Make their body tense, relaxed, stretched and curled; Describe what they do in their movement phrases | Plan and repeat simple sequences of actions; show contrasts in shape; Perform a sequence that shows clear change of speed;Perform the basic gymnastic actions with coordination, control and variety; Recognise and describe how they feel after exercise; Describe what their bodies feel like during gymnastic activity; Describe what they and others have done; Say why they think gymnastic actions are being performed wellBe able to perform a sequence that flows; |
| REWhy does Christmas matter to Christians? | **EYFS****Christmas****Discussing** all the different ways in which we celebrate the birthdays of people. If possible the **visit** of a baby to your classroom and/or a collection of baby items.**Talking** about the ways in which the children will be **celebrating** Christmas.**Why do Christians perform the nativity at Christmas?****Exploring** how God came to earth as Jesus Christ. **Understanding** that people are God’s treasured possessions and are precious to God. | **Give** a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.**Recognise** that stories of Jesus’ life come from the Gospels.Give examples of ways in which Christians **use** the story of the nativity to guide their beliefs and actions at Christmas.**Decide** what they personally have to be thankful for at Christmas time.Sikhism | 1. Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
2. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
3. Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.
4. Know about Guru Nanak and his importance in the Sikh faith. Reflect on the qualities needed to be a good leader.
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| PSHE (jigsaw)TeamworkAnti-bullying  | **EYFS** **Health and Self Care****Know** the importance of good health including physical exercise, and a healthy diet, and **talk** about ways to keep healthy and safe. | TEAMWORKExplore teams we belong to.Use good listening. Kindness.Talk about unkind behaviour like teasing.Good or not so good | Celebrating difference1. Identify similarities between people in class.
2. Identify differences between people in class.
3. Tell you what bullying is.
4. Know some people who I could talk to if I was feeling unhappy or being bullied.
5. Know how to make new friends.
6. Tell you some ways I am different to my friends.
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| DTTextile Puppets | **EYFS** **Expressive arts and design** To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**Being imaginative** To represent their own ideas, thoughts and feelings through art. | **Developing, planning and communicating ideas:**Use their own experience to help generate ideas.Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make.Model ideas using card and paper.Develop their design ideas applying findings from earlier research.Evaluating processes and productsEvaluate their product by discussing how well it works in relation to the purpose.Evaluate their products as they are developed, identifying strengths and possible changes they might make.Evaluate their product by asking questions about what they have made and how they have gone about it. | **Year 2****Developing, planning and communicating ideas**Generate ideas by drawing on their own and other people's experiences.Develop their design ideas through discussion, observation, drawing and modelling.Identify a purpose for what they intend to design and make.Identify simple design criteria.Make simple drawings and label parts.Evaluate against a design criteriaEvaluate their products as they are developed, identifying strengths and possible changes they might make.Talk about their ideas, saying what they like and dislike about them. |
| ComputingGrouping and Sorting | **EYFS** Chn will have encountered many puzzles and problem-solving activities in order to develop control and confidence. Children will also have developed a more positive attitude towards a trial-and-error approach.  | During this grouping and sorting unit, pupils will begin to use **key words and phrases in context** such as: ‘Grouping’, ‘Sorting’, ‘They have been sorted by …’, etc. | 1. **Sorting away from the Computer –** To identify that objects can be different to each other and sort them by shape, size or colour. 2. Chn can discuss and give reasons why objects have been sorted in a particular way using appropriate language. 3. **Sorting on the Computer –** Understand that objects can be sorted into groups and groups do not have to be equal. 4. Attempt grouping activities using Purple Mash.5. Chn to create their own grouping activities and games using Purple Mash6. Recap of grouping and sorting learning and key vocabulary learned.  |
| MusicDance, Sing and Play | **EYFS** Expressive arts and designChn have explored various music genres and sounds through various means such as instruments, audio and materials.  | Pupils will have the opportunity to **listen** and **appraise** various pieces of music.Pupils will use their voices and bodies creatively through songs, chants and rhymes as well as experiencing new instruments through **musical activities and games.**Pupils will experience a wide variety of music and look at dimensions of music (pitch, rhythm and finding the pulse). | Pupils will learn, practice and hear a range of sngs.1. Pupils will listen, appraise and become familiar with the songs
2. Listen to musical activities and performance.
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