



Year 1/2 Term Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><b>English</b></p> <p><b>Main Text – Tell Me A Dragon</b></p> <p>Children will learn about and write a:</p> <p><b>Character Description</b></p> <p><b>Non chronological report</b></p>	<p><b>EYFS – Literacy</b></p> <ul style="list-style-type: none"> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• They write simple sentences which can be read by themselves and others.</li> </ul> <p><b>Year 1 – Fiction – Return Story</b></p> <ul style="list-style-type: none"> <li>• Use adjectives to add detail</li> <li>• Understand alliteration</li> <li>• Explore onomatopoeia</li> <li>• Use capitalisation for effect</li> <li>• Check writing makes sense</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences.</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales,</li> </ul>	<ol style="list-style-type: none"> <li>1. Immersion in text</li> <li>2. Determine purpose, audience and form</li> <li>3. Enjoy, explore and respond to text</li> <li>4. Analyse 3 days</li> <li>5. Familiarisation with text structures</li> <li>6. Familiarisation with language features</li> <li>7. Collect Writer Hints: create effects</li> <li>8. Plan 1-2 day</li> <li>9. Gather ideas 10. Plan</li> <li>11. Write 5-7 days</li> <li>12. Modelled and Guided writing</li> <li>13. Application of writers' skills and knowledge</li> </ol>

	<ul style="list-style-type: none"> <li>• Use capital letters at the beginning of each line</li> <li>• Use commas at the end of each line apart from the last line in each verse, where I used a full stop happened or are to happen in the future.</li> </ul>	<p>retelling them and considering their particular characteristics</p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Use noun phrases to describe</li> <li>• Use finger spaces, capital letters and full stops correctly.</li> </ul>	
<p><b>Maths</b></p> <p><b>Place Value &amp; Addition and Subtraction</b></p>	<p><b>EYFS – Numbers</b></p> <ul style="list-style-type: none"> <li>• Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number.</li> <li>• Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• They solve problems, including doubling, halving and sharing.</li> </ul>	<p><b>KS1 – Place Value &amp; Addition and Subtraction.</b></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> <li>• Recognise the place value of each digit in a two-digit number (tens and ones).</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> </ul>	<p><b>KS1 Place Value Addition and Subtraction</b></p> <p>Children will;</p> <ul style="list-style-type: none"> <li>• Count forwards and backwards in multiples of 2, 3, 5 or 10 using structured apparatus and a range of images to support understanding of the concept of a step counting.</li> <li>• Recognise and continue patterns in step counting forwards and backwards using 100 square and structured apparatus.</li> <li>• Start to link step counting with multiplication facts.</li> </ul>

**Y1 – Place Value & Addition and Subtraction**

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- 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
- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and

- Compare and order numbers from 0 up to 100; use and = signs.
- Recall and use addition and

- Count in halves and quarters up to 10 starting from any number.
- Know we can represent all numbers just using ten digits 0,1,2,3,4,5,6,7,8,9
- Secure knowledge that the value of each digit, in any number up to 100, is determined by its place and understand zero as a place holder and how place value cards work.
- Recognise odd and even numbers
- Understand how 10 ones make 1 ten – use the place value mat to demonstrate the principle of regrouping
- Read, write, (in numerals and words) make and say a range of two-digit numbers. Use a range of equipment/models/images to represent numbers and demonstrate understanding of place value.
- Understand numbers can be partitioned in different ways and still retain the same value
- Be able to reason about place value
- Use knowledge of the number system and the value of numbers to position them onto bead strings, fully demarcated and then partially demarcated number lines
- Write a set of numbers in order, ascending or descending progressing to sequencing nonconsecutive numbers.
- Use appropriate vocabulary relating to place value e.g. value, worth, between and the language of comparison, more than less

two-digit numbers to 20, including 0

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$

than, fewer, most, least to order and reason about the size of numbers.

- Understand and use the  $q$  and  $Q$  symbols when ordering and comparing two-digit numbers.
- Develop awareness of patterns within the 100 square and use to identify missing numbers
- Extend to identifying numbers beyond 100 when appropriate
- When looking at number lines and 100 squares, introduce the concept of rounding to the nearest 10 as this will help with efficiency when calculating.
- Recall addition and subtraction facts to 10 and demonstrate how these facts relate to 20 using a range of representations, explore relationships with complements to 100.
- Represent images as calculations.
- Identify patterns in calculations.
- Use knowledge of place value to derive related facts to 100.
- Make related mathematical statements using given numbers.
- Use given numbers to create inverse mathematical statements.
- Solve mathematical problems using inverse operations.
- Use addition and subtraction facts to 20 to solve missing number calculations.
- Reason about inverse operations.

			<ul style="list-style-type: none"> <li>• Use a range of mental strategies to add and subtract numbers mentally.</li> <li>• Explicitly teach and rehearse the various mental strategies, giving pupils the opportunity to make decisions and reason as to why they have chosen a particular strategy.</li> <li>• Understand concept of addition and subtraction.</li> <li>• Recall number facts within 10</li> <li>• Partition single digits in different ways</li> <li>• Partition 2-digit numbers into tens and ones and recombine</li> <li>• Round numbers to nearest 10</li> <li>• Use the symbolic representations for <math>\pm</math></li> <li>• Bridge through 10</li> <li>• Use the language of addition and subtraction, e.g. sum, total, more, add, plus, subtract, minus, difference, take away, fewer. Extending to columnar methods: Use structured apparatus to support conceptual understanding alongside written procedures.</li> <li>• Understand the 'Commutative Law': we can add numbers in any order and still get the same answer.</li> <li>• Understand the 'Associative Law': it doesn't matter how we group the numbers for addition.</li> <li>• Apply knowledge of column value and the number system in order to answer word and reasoning problems linked to place value.</li> </ul>
<b>Science</b>	<b>EYFS –</b>	<b>KS1 - Everyday Materials</b>	<b>KS1</b>

## Everyday Materials

- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Y1- Everyday Materials**

- Distinguish between an object and the materials from which it is made.
- Identify and name a variety of everyday materials, including; wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a group of everyday materials on the basis of their simple physical properties.
- Perform experiments, collect results and write them down

### **Science Objectives**

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Think about unusual and creative uses for everyday materials.

### **Working Scientifically**

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

1. To be able to identify a variety of materials and sort them according to a variety of criteria
2. To be able to identify natural and man-made materials.
3. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't
4. To identify the suitability of metal and plastic for a variety of purposes
5. To identify different products that can be made from wood and their features and purposes
6. To identify different materials that are used for the same product.
7. To identify material inventions and discoveries.

	<ul style="list-style-type: none"> <li>• Can ask questions and find the answers to questions by looking carefully at things'</li> </ul>		
<p><b>Geography</b></p> <p><u>Map Makers</u></p>	<p><b>EYFS – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul> <p><b>Y1 – Map Makers</b></p> <ul style="list-style-type: none"> <li>• Ask questions about places studied.</li> <li>• Collect information about the local environment using a tally chart.</li> <li>• Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</li> </ul>	<p><b>KS1 Map Makers</b></p> <ul style="list-style-type: none"> <li>• To be able to use compass points to navigate around a map.</li> <li>• To use aerial photographs and plan perspectives to recognise and create landmarks.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and surroundings.</li> <li>• To devise a simple map and use and construct basic symbols in a key.</li> <li>• To design a map, referring to key human features.</li> <li>• To create a 3D map using their town designs.</li> </ul>	<p><b>KS1</b></p> <ol style="list-style-type: none"> <li>1. Ask the children, what is a map? What do we use them for? What do they show? Where do we find maps? Explain the use of a compass and the language used when describing direction.</li> <li>2. Ask the children how they think maps are made. How do map makers gather all the information? Explain to the children that it is an aerial view and explain what an aerial view/perspective is and how map makers use them.</li> <li>3. Show the children the different maps of towns, pausing to look carefully at the details, using geographical language to read the maps.</li> <li>4. Explain to the children that today they will be using the rough sketch they drew and the details they noted down to create a map of the surrounding area.</li> <li>5. Ask the children, what do think a human feature is? What do you think a natural feature is?</li> <li>6. Discussing examples of different 3D maps, using geographical vocabulary. Explain to the children that they will be</li> </ol>

	<ul style="list-style-type: none"> <li>• Use information books to compare the similarities and differences between laces studied.</li> <li>• Follow directions on a map: North, South, East and West.</li> <li>• Use a map to follow a route around school.</li> <li>• Name and locate the four countries and capital cities in the UK.</li> </ul>		<p>creating 3D maps of their own using the designs from the last lesson</p>
<p>RE</p> <p><u>Creation</u></p>	<p><b>EYFS – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Y1 God and Creation</b></p> <ul style="list-style-type: none"> <li>• give children the opportunity to develop their</li> </ul>	<p>KS1</p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>• Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</li> <li>• Say what the story tells Christians about God, Creation and the world.</li> </ul>	<p>KS1</p> <ol style="list-style-type: none"> <li>1. Learn about the story of creation through pictures and writing.</li> <li>2. Retell the story of creation in different ways. (orally, through pictures and in writing).</li> <li>3. Practise ways that Christians can say thank you to God for creating the world.</li> <li>4. Understand about God’s relationship with human beings.</li> <li>5. Learn about ways that humans can look after the world.</li> </ol>

	<p>perceptions and understanding of God.</p> <ul style="list-style-type: none"> <li>• provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least one example of what Christians do to say thank you to God for the Creation</li> <li>• Think, talk and ask questions about living in an amazing world.</li> <li>•</li> </ul> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <ul style="list-style-type: none"> <li>• God created the universe. &amp;</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>	
<p><b>PE – Games</b></p>	<p><b>EYFS –</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> </ul> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b>KS1</b></p> <p>Children will;</p> <ol style="list-style-type: none"> <li>1. Learn different throwing and kicking techniques using a range of different sized and textured balls.</li> <li>2. Learn the skills needed to catch a ball successfully.</li> <li>3. Learn how to use space when passing balls.</li> </ol>

	<p>through balancing and climbing equipment.</p> <ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul>		
<p><b>Computing</b></p> <p><b>Coding, robotics and gaming.</b></p>	<p>Year 1</p> <p>Coding, robotics and gaming</p> <ul style="list-style-type: none"> <li>• Select and use appropriate tools - Create an electronic game.</li> <li>• To use the movement commands within a sequence of instructions</li> </ul>	<p>Year 2</p> <p>Coding, robotics and gaming -Select and use appropriate tools</p> <ul style="list-style-type: none"> <li>• Refine and amend computer games</li> <li>• Experiment with different aspects of a computer game</li> <li>• To create an electronic game using coding blocks of commands.</li> </ul>	<p>On Purple Mash, children will solve coding problems and create their own game.</p>

	<ul style="list-style-type: none"> <li>Plan a short story and write the commands for this.</li> <li>Create a computer game independently</li> </ul>	<ul style="list-style-type: none"> <li>To create an electronic game using coding blocks of commands.</li> <li>Create a computer game independently</li> </ul>	
<p><b>Art and Design</b></p> <p><b>Portraits Giuseppe Arcimboldo</b></p>	<p><b>Year 1</b></p> <p>Drawing and Painting</p> <ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Begin to explore the use of line, shape and colour</li> </ul> <p><b>GD CHALLENGE:</b> Begin to draw for a sustained period of time.</p> <ul style="list-style-type: none"> <li>Communicate something about themselves in their painting.</li> <li>Create moods in their paintings.</li> <li>Choose to use thick and thin brushes as appropriate.</li> <li>Paint a picture of something they can see.</li> <li>Name the primary and secondary colours.</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.</li> <li>Sketch to make quick records of something</li> <li>Work out ideas through drawing.</li> </ul> <p><b>GD CHALLENGE:</b> Begin to independently apply use of shadows and light and dark in their own drawings</p> <ul style="list-style-type: none"> <li>Mix paint to create all the secondary colours.</li> <li>Mix and match colours, predict outcomes.</li> <li>Mix their own brown.</li> <li>Make tints by adding white.</li> <li>Make tones by adding black.</li> </ul>	<ol style="list-style-type: none"> <li>Research the artist Giuseppe Arcimboldo and discuss his paintings.</li> <li>Practise drawing, painting and collaging techniques.</li> <li>Experiment with learnt drawing, painting and collage techniques.</li> <li>Create a final piece.</li> <li>Evaluate work.</li> </ol>

**GD CHALLENGE:** Begin to mix primary colours to make some secondary colours.

- Create a print using pressing, rolling, rubbing and stamping.
- Create a print like a designer.

**GD CHALLENGE:** Independently and consistently predict, mix and use their own colours when painting.