



Year 1/2 Term Autumn 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<b>English</b>  <b>Main Text – Paper Planes</b>  Children will learn about and write a:  <b>Friendship Narrative</b>  <b>Recount Messages</b>	<b>EYFS – Literacy</b> <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> <b>Year 1 – Fiction</b> <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> <li>• Use capital letters at the beginning of each line</li> </ul>	<b>KS1</b> <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 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> <li>• Write in the correct tense.</li> <li>• Use suffix -ed at the end of verbs to write in the past tense.</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</li> </ul>	<p><b>KS1 –</b></p> <ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> </ul>	<p><b>Multiplication</b></p> <ol style="list-style-type: none"> <li>1. To use a variety of strategies, concrete objects and pictorial representations to solve a variety of multiplication problems.</li> <li>2. To use lots of, groups of, repeated addition on a number line, arrays and sharing to solve multiplication problems.</li> </ol>

numbers and count on or back to find the answer.

- They solve problems, including doubling, halving and sharing.

### **Y1 – Addition and Subtraction**

- 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 two digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ . twodigit numbers to 20, including 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### **Multiplication, division and fractions**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- Show that multiplication of two numbers can be done in any order

3. Use the operations ( $\times$ ), and ( $=$ ) in a variety of problems and understand their meanings.

4. To explore commutativity when multiplying and prove that it cannot be done with division problems using a variety of concrete resources and pictorial representations

	<p>number problems such as <math>7 = ? - 9</math></p> <p><b>Multiplication, division and fractions</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of twos, fives and tens.</li> <li>• Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	<p>(commutative) and division of one number by another cannot.</p>	
<p><b>Science</b></p> <p><u>Everyday Materials</u></p>	<p><b>EYFS –</b></p> <ul style="list-style-type: none"> <li>• They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul> <p><b>Y1- Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between and object and the materials from which it is made.</li> <li>• Identify and name a variety of everyday materials, including; wood, plastic, glass,</li> </ul>	<p><b>KS1 - Everyday Materials Science Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Think about unusual and creative uses for everyday materials.</li> </ul> <p><b>Working Scientifically</b></p>	<p><b>KS1</b></p> <ol style="list-style-type: none"> <li>1. To be able to identify a variety of materials and sort them according to a variety of criteria</li> <li>2. To be able to identify natural and man-made materials.</li> <li>3. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't</li> <li>4. To identify the suitability of metal and plastic for a variety of purposes</li> <li>5. To identify different products that can be made from wood and their features and purposes</li> </ol>

	<p>metal, water and rock.</p> <ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a group of everyday materials on the basis of their simple physical properties.</li> <li>• Perform experiments, collect results and write them down</li> <li>• Can ask questions and find the answers to questions by looking carefully at things'</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<ol style="list-style-type: none"> <li>6. To identify different materials that are used for the same product.</li> <li>7. To identify material inventions and discoveries.</li> </ol>
<p><b>History</b> <b>Homes</b></p>	<p>EYFS – Understanding the World</p> <ul style="list-style-type: none"> <li>• Children talk about the past and present events in their own lives and in the lives of family members.</li> <li>• Children know the differences between past and present events in their own lives and some reasons why</li> </ul>	<p>Historical Understanding 'To place objects in chronological order.'</p> <ul style="list-style-type: none"> <li>• Historical Understanding 'To Use sources of info to find out about the past and to place objects in chronological order'</li> <li>• Historical Enquiry 'To answer questions about the past using given sources.'</li> <li>• Historical Understanding 'To use pictures and role play to tell stories from</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduction to houses and homes - To know that people live in different sort of homes.</li> <li>2. Houses through the ages</li> <li>3. To find some similarities and differences between external features of new and old (Victorian) homes. - To learn about the interiors of homes long ago. (the kitchen)</li> <li>4. To learn about the interiors of homes long ago. (Bathroom and Bedroom)</li> <li>5. Diary account of Houses Long Ago</li> <li>6. Houses around the World</li> </ol>

	<p>people's lives were different in the past.</p> <p>Y1 – Great Fire of London</p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	<p>the past'. and 'To describe the similarities and differences between life during a time in the past and life today'</p> <ul style="list-style-type: none"> <li>• Historical Enquiry 'To describe an artefact e.g. materials; size; signs of wear and tear.'</li> <li>• Assessment 'To use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past'.</li> </ul>	<p>7. Assessment</p>
<p><b>RE</b></p> <p><b>Good News and News Bringers</b></p>	<p>EYFS – Christmas nativity</p> <p>Y1 - Christmas Gifts &amp; Gift Bringers</p> <ul style="list-style-type: none"> <li>• know that Christians believe that Jesus is God's gift to the world;</li> <li>• be able to retell the nativity story;</li> <li>• know that the Wise Men visited baby Jesus after Christmas;</li> <li>• know that we believe that the gift of Jesus shows God's love and care for the world.</li> <li>• have an understanding of the concept of giving; experience the excitement of</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christmas is a celebration of the good news.</li> <li>• Know that angels are the Good news bringers.</li> <li>• Explore (Christians) believe that the good news is that Jesus is the saviour of the world.</li> <li>• Understand that we (Christians) believe that the content of the Christmas story is good news.</li> <li>• Understand that the good news impacts on the world then and now.</li> <li>• Retell the Christmas story, including the story of Zechariah.</li> <li>• Talk about their own feelings and experiences of good news.</li> </ul>	<ol style="list-style-type: none"> <li>1. Begin with the children's own experiences of good news.</li> <li>2. Use circle time to listen to each others news.</li> <li>3. There may be some good national or world news.</li> <li>4. Watch a few short extracts from BBC Newsround. Was that good news or bad? Why?</li> <li>5. Then discuss what the difference is between news and good news.</li> <li>6. How is good news delivered?</li> <li>7. Who passes on good news?</li> <li>8. Record in your class RE scrapbook</li> <li>9. Create a news desk in the role play corner.</li> <li>10. Arrange for the children to receive good news letters from their family. They must then write a good newsletter in reply.</li> </ol>

	<p>giving and be able to explain how it feels;</p> <ul style="list-style-type: none"> <li>• have some understanding of being able to give Jesus a gift through their actions and relationships with one another.</li> </ul>		<p>11. (Cross Curriculum Link – Literacy)  12. Send e-mails and text messages, look at carefully chosen newspapers and make contributions to the school and church newsletters. If your school has a twitter account then you could send a good news tweet every day throughout December.  13. Record in your class RE scrapbook  14. How does God send news/messages?  15. In the Old Testament God speaks through prophets and dreams however, in the nativity story his main mode of communication is the angels.  16. Can the children remember the story?</p>
<p><b>PE – Dance</b></p>	<p><b>EYFS –</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Year 1</b>  Copy &amp; explore basic body patterns &amp; movements.</p>	<p><b>KS1</b></p> <p>Perform with control &amp; co-ordination.</p> <p>Responds imaginatively to a variety of stimuli.</p> <p>Vary dynamics, levels, speed &amp; direction.</p> <p>Discuss my own &amp; others performance with simple vocabulary. I understand the need for warm up &amp; cool down</p>	<p><b>KS1</b></p> <p>Dance with an object.  Use bodies and objects to express an idea.  Move in different ways.  Make different shapes with our bodies.  Make different shapes with others.  Dance in different formations.</p>

	<p>Remember simple dance steps &amp; performs in a controlled manner.</p> <p>Choose actions &amp; link them with sounds &amp; music.</p> <p>Safely perform teacher led warm-ups &amp; can describe &amp; discuss others work.</p>		
<p><b>Computing</b></p> <p><b>Coding, robotics and gaming.</b></p>	<p><b>Year 1</b></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> <li>• Plan a short story and write the commands for this.</li> <li>• Create a computer game independently</li> </ul>	<p><b>KS1</b></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> <li>• To create an electronic game using coding blocks of commands.</li> <li>• Create a computer game independently</li> </ul>	<p>On Purple Mash, children will solve coding problems and create their own game.</p>
<p><b>Design Technology</b></p> <p><b>Windmills</b></p>	<p><b>EYFS</b></p> <p>- Safely use and explore a variety of materials, tools and techniques,</p>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences.</li> </ul>	<ol style="list-style-type: none"> <li>1. To explore what windmills are and how they are used.</li> <li>2. To explore ways of making strong bases.</li> </ol>

	<p>experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use their own experience to help generate ideas.</li> <li>• Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make.</li> <li>• Model ideas using card and paper.</li> <li>• Develop their design ideas applying findings from earlier research.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their design ideas through discussion, observation, drawing and modelling.</li> <li>• Identify a purpose for what they intend to design and make.</li> <li>• Identify simple design criteria.</li> <li>• Make simple drawings and label parts.</li> <li>• Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> <li>• Mechanics - Create products using winding mechanisms.</li> <li>• Evaluate against a design criteria</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> </ul>	<ol style="list-style-type: none"> <li>3. To explore how to make sails for windmills.</li> <li>4. To be able to design your own windmill.</li> <li>5. To be able to follow a plan to make a windmill.</li> <li>6. To be able to evaluate your finished windmill.</li> </ol>
<b>Music</b>	<b>EYFS</b>	<p><b><u>Christmas Nativity Performance.</u></b></p> <ul style="list-style-type: none"> <li>• Continue to recognise styles of music and instruments.</li> </ul>	<ol style="list-style-type: none"> <li>1. To take part in the Nativity.</li> </ol>

	<p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Y1</b> <b><u>Christmas Nativity Performance.</u></b></p> <ul style="list-style-type: none"> <li>• Recognise styles of music and instruments.</li> <li>• Learn about melodies, singing and vocal health.</li> <li>• Work in a group to sing and perform on an instrument to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about melodies, singing and vocal health.</li> <li>• Work in a group to sing and perform on an instrument to an audience.</li> </ul>	<p>2. To learn Christmas songs in a group and perform in front of an audience.</p>
<p><b>PSHEE</b> <b>Celebrating difference</b></p>	<p>EYFS</p> <p>- Show an understanding of their own feelings and those</p>	<p>KS1</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p>	<p>Accept that everyone is different.</p> <p>Include others when working and playing.</p>

	<p>of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</li> </ul>	<p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I know some ways to make new friends.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>Know how to help if someone is being bullied.</p> <p>Try to solve problems.</p> <p>Try to use kind words.</p> <p>Know how to give and receive compliments.</p>
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