



Year 1/2 Term Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<p>English</p> <p>Main Text – Tell Me A Dragon</p> <p>Children will learn about and write a:</p> <p>Character Description</p> <p>Non chronological report</p>	<p>EYFS – Literacy</p> <ul style="list-style-type: none"> • They use phonic knowledge to decode regular words and read them aloud accurately. • They write simple sentences which can be read by themselves and others. <p>Year 1 – Fiction – Return Story</p> <ul style="list-style-type: none"> • Use adjectives to add detail • Understand alliteration • Explore onomatopoeia • Use capitalisation for effect • Check writing makes sense 	<p>KS1</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, 	<p>Character Description</p> <ol style="list-style-type: none"> 1. Immersion in text and enjoy text. Predicting what the story could be about. Describing their favourite dragon using expanded noun phrases. Dragon eggs and pictures of dragons will arrive in school. Children will write a newspaper report about what has happened. 2. Determine purpose, audience and form. Look at phrases and sentences and establish why the author has used them and discuss how the audience would feel.

- Use capital letters at the beginning of each line
- 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.

retelling them and considering their particular characteristics

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Use noun phrases to describe
- Use finger spaces, capital letters and full stops correctly.

3. Analyse text and become familiar with text structures and language features.

Look for tricky words in the text and find out what they mean. Use tricky words in sentences to help understand their meaning.

Work in groups to highlight the features of the text. Write down examples of each features. Answer comprehension questions about a text.

4. Gather ideas and plan 1-2 day Plan own character descriptions and use own ideas inspired by

5. Modelled and Guided writing Model how to write a character description using the correct punctuation. Model how to apply phonics to spell words.

6. Independent write using plans.

Non chronological report

1. Look at examples of non-chronological reports. What is different about them? What is the same? Can you see features that are in both?
2. Look at tricky vocabulary in non-chronological reports. Use in sentences to show understanding of words.

			<ol style="list-style-type: none"> 3. Write down examples of different features for example; headings, facts, labels, captions, etc... 4. Learn the purpose of non-chronological reports. Why do we have them? What do we learn from them? 5. Comprehension questions about a non-chronological report. 6. Sort given facts under the correct subheadings. 7. Write down facts about their favourite dragon. What does it look like? Where does it live? 8. Plan a non-chronological report about a dragon. 9. Independent write using features of a non-chronological report.
<p>Maths</p> <p>Place Value & Addition and Subtraction</p>	<p>EYFS – Numbers</p> <ul style="list-style-type: none"> • 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. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. 	<p>Y2 – Place Value & Addition and Subtraction.</p> <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Use place value and number facts to solve problems • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>KS1 Place Value Addition and Subtraction</p> <p>Year 1 Place Value</p> <ol style="list-style-type: none"> 1. Sort objects 2. Count objects 3. Count objects from a larger group 4. Represent objects 5. Recognise numbers as words 6. Count on from any number 7. 1 more 8. Count backwards within 10 9. 1 less

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

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

- 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.
- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods

10. Compare groups by matching
11. Fewer, more, same
12. Less than, greater than, equal to
13. Compare numbers
14. Order objects and numbers
15. The number line

Year 1 Addition and Subtraction

1. Introduce parts and wholes
2. Part-whole model
3. Write number sentences
4. Fact families – additional facts
5. Number bonds within 10
6. Systematic number bonds within 10.
7. Number bonds to 10
8. Addition – add together
9. Addition – add on
10. Addition problems

Year 2 Place Value

1. Numbers to 20
2. Count objects to 100 by making 10s
3. Recognise tens and ones
4. Use a place value chart
5. Partition numbers to 100
6. Write numbers to 100 in words
7. Flexibly partition numbers to 100
8. Write numbers to 100 in expanded form
9. 10s on the number line to 100
10. 10s and 1s on the number line to 100
11. Estimate numbers on a number line
12. Compare objects
13. Compare numbers

	<p>facts within 20 • add and subtract one-digit and twodigit numbers to 20, including 0</p> <ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 		<p>14. Order objects and numbers 15. Count in 2s, 5s and 10s 16. Count in 3s</p> <p>Year 2 Addition and Subtraction</p> <ol style="list-style-type: none"> 1. Bonds to 10 2. Fact Families 3. Related facts 4. Bonds to 100 (tens) 5. Add and subtract 1s 6. Add by making 10 7. Add three 1-digit numbers 8. Add to the next 10 9. Add across a 10 10. Subtract across 10 11. Subtract from a 10
<p>Science</p> <p><u>Materials</u></p>	<p>EYFS –</p> <ul style="list-style-type: none"> • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <p>Y1- Materials</p> <ul style="list-style-type: none"> • Distinguish between and object and the materials from which it is made. • Identify and name a variety of everyday 	<p>KS1 - Materials</p> <p>Science Objectives</p> <ul style="list-style-type: none"> • 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. 	<p>KS1</p> <ol style="list-style-type: none"> 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

	<p>materials, including; wood, plastic, glass, metal, water and rock.</p> <ul style="list-style-type: none"> • 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 • Can ask questions and find the answers to questions by looking carefully at things' 	<ul style="list-style-type: none"> • Think about unusual and creative uses for everyday materials. <p>Working Scientifically</p> <ul style="list-style-type: none"> • 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. <p>Gather and record data to help in answering questions.</p>	<ol style="list-style-type: none"> 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.
<p>Geography</p> <p><u>Local Area</u></p>	<p>EYFS</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and 	<p>KS1 Local Area</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use simple compass directions (North, South, East and West) and 	<p>KS1</p> <ol style="list-style-type: none"> 1. Know the difference between town and countryside Y1 or urban and rural Y2, including your own. 2. Use fieldwork to identify and record the main features of the school grounds. 3. Use fieldwork to identify and record the main features of the local area. 4. Y1-to identify the types of houses in your local area Y 1 / 2- To take a journey

differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Year 1

- To explore different types of weather in the UK.
- To learn the four seasons and key features of each one.
- To identify and locate physical features of the UK and a non-European country.
- To use information books/ internet

locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

- Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

through your local area to identify the types of settlements and building found Y2 - Using data collected during fieldwork, recount the journey through the local area.

5. Y1 -To find out about and begin to use a key.
6. Y 2- Recognise some commonly used Ordnance Survey map symbols.
7. Create a map of our local area, showing the key features.

	<ul style="list-style-type: none"> • To use vocabulary bigger/smaller to compare objects and places. • To begin to draw own maps and use own symbols • To investigate their surroundings. 		
<p>RE</p> <p><u>Creation</u></p>	<p>EYFS – Understanding the World</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Y1 God and Creation</p> <ul style="list-style-type: none"> • give children the opportunity to develop their perceptions and understanding of God. • provide an opportunity for reflection on feelings 	<p>KS1</p> <p>By the end of this unit pupils will know that:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation • Think, talk and ask questions about living in an amazing world. • 	<p>KS1</p> <ol style="list-style-type: none"> 1. Learn about the story of creation through pictures and writing. 2. Retell the story of creation in different ways. (orally, through pictures and in writing). 3. Practise ways that Christians can say thank you to God for creating the world. 4. Understand about God’s relationship with human beings. 5. Learn about ways that humans can look after the world. 6. Learn about how Hindu’s believe that world was created. 7. Learn about The Hindu Creation Story and about how their Gods created and looked after the world

	<p>of awe, wonder, delight and mystery in relation to the natural world.</p>	<p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> • God created the universe. & • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	
<p>PE – Fundamental Motor Skills</p>	<p>EYFS –</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. <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"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Year 1</p>	<p>KS1</p> <ul style="list-style-type: none"> • 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. • Participate in team games, developing simple tactics for attacking and defending. 	<p>KS1</p> <p>Children will;</p> <ol style="list-style-type: none"> 1. Learn different throwing and kicking techniques using a range of different sized and textured balls. 2. Learn the skills needed to catch a ball successfully. 3. Learn how to use space when passing balls. 4. Play games using skills that children have learnt.

	<ul style="list-style-type: none"> • 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. • Participate in team games, developing simple tactics for attacking and defending. 		
<p>Computing</p> <p>Coding, robotics and gaming.</p>	<p>Year 1</p> <p>Coding, robotics and gaming</p> <ul style="list-style-type: none"> • Select and use appropriate tools - Create an electronic game. • To use the movement commands within a sequence of instructions • Plan a short story and write the commands for this. • Create a computer game independently 	<p>Year 2</p> <p>Coding, robotics and gaming -Select and use appropriate tools</p> <ul style="list-style-type: none"> • Refine and amend computer games • Experiment with different aspects of a computer game • To create an electronic game using coding blocks of commands. • To create an electronic game using coding blocks of commands. • Create a computer game independently 	<p>1. Instructions</p> <p>To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code.</p> <p>2. Objects and actions</p> <p>To use code to make a computer program. To understand what objects and actions are.</p> <p>3. Events</p> <p>To understand what an event is. To use an event to control an object.</p> <p>4. When code executes</p> <p>To understand what an event is. To begin to understand how code executes when a program is run.</p> <p>5. Setting the scene</p> <p>To understand what backgrounds and objects are.</p>

			<p>To understand how to use the scale property</p> <p>6. Using a plan To plan a computer program. To make a computer program.</p>
<p>Art and Design</p> <p>Portraits Giuseppe Arcimboldo</p>	<p>Year 1</p> <p>Drawing and Painting</p> <ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour <p>GD CHALLENGE: Begin to draw for a sustained period of time.</p> <ul style="list-style-type: none"> Communicate something about themselves in their painting. Create moods in their paintings. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Name the primary and secondary colours. 	<p>KS1</p> <ul style="list-style-type: none"> Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. <p>GD CHALLENGE: Begin to independently apply use of shadows and light and dark in their own drawings</p> <ul style="list-style-type: none"> Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. 	<ol style="list-style-type: none"> Research the artist Giuseppe Arcimboldo and discuss his paintings. Practise drawing, painting and collaging techniques. Experiment with learnt drawing, painting and collage techniques. Create a final piece. Evaluate work.

	<p>GD CHALLENGE: Begin to mix primary colours to make some secondary colours.</p>	<ul style="list-style-type: none"> • Create a print using pressing, rolling, rubbing and stamping. • Create a print like a designer. <p>GD CHALLENGE: Independently and consistently predict, mix and use their own colours when painting.</p>	
<p>PSHEE</p>	<p>EYFS Building Relationships</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. 	<p>KS1</p> <ul style="list-style-type: none"> • Explain who the special people in their lives are; • Talk about the importance of families; • Describe what makes someone a good friend; • Know how to resolve an argument in a positive way; • Know the skills involved in successful cooperation; Identify a way to show others that they care. 	<ol style="list-style-type: none"> 1. Who are the children's special people? Why are they special and important? 2. Families Look at different types of families and explore why their roles are important. 3. Who are the children's friends? How can we make friends and how do we share our feelings? 4. Falling out Discuss how arguments between friends and family are normal. Discuss ways that we can resolve arguments. 5. Working together Kind and unkind behaviours and why it's important to listen to others. 6. Showing we care Explore different ways that we can share feelings and show that we care about people in our lives.