

Year 1/2 Term Autumn 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<p>English</p> <p>Main Text – The Egg Box Dragon</p> <p>Children will learn about and write an;</p> <p>Instructional Text Poem Description</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</p> <ul style="list-style-type: none"> • Use adjectives to add detail • Understand alliteration • Explore onomatopoeia • Use capitalisation for effect • Check writing makes sense • Use capital letters at the beginning of each line 	<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>Intructional Writing, Poetry and Descriptive Writing.</p> <ol style="list-style-type: none"> 1. Immersion in text and enjoy text. Answer questions about a text and predict what might happen. 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. 2. 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

	<ul style="list-style-type: none"> • 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. 	<p>retelling them and considering their particular characteristics</p> <ul style="list-style-type: none"> • 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. • Write in the correct tense. • Use suffix -ed at the end of verbs to write in the past tense. 	<p>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.</p> <ol style="list-style-type: none"> 3. Gather ideas and plan 1-2 days Plan a friendship narrative and use own ideas inspired by the model text 4. Modelled and Guided writing Model how to write a friendship narrative using the correct punctuation. Model how to apply phonics to spell words. 5. Independent write using plans.
<p>Maths</p> <p>Addition and Subtraction</p> <p>Shape</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 	<p>Year 2 Addition and Subtraction</p> <ul style="list-style-type: none"> • 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 	<p>KS1 Addition and Subtraction and Shape</p> <p>Year 1 Addition and Subtraction</p> <ol style="list-style-type: none"> 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

numbers and count on or back to find the answer.

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

EYFS – Shape

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.

They recognise, create and describe patterns.

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

- 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.

Year 2 Shape

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

8. Addition – add together
9. Addition – add more
10. Addition problems
11. Find a part
12. Subtraction – find a part
13. Fact families – the eight facts
14. Subtraction – take away/cross out (How many left?)
15. Subtraction – take away (How many left?)
16. Subtraction on a number line
17. Add or subtract 1 or 2.

Year 2 Addition and Subtraction

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
12. Subtract a 1-digit number from a 2-digit number (across a 10)
13. 10 more. 10 less
14. Add and subtract 10s.
15. Add two 2-digit numbers (not across a 10)
16. Add two 2-digit numbers (across a 10)

	<p>subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 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>Y1 – Shape</p> <ul style="list-style-type: none"> •recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<ul style="list-style-type: none"> • compare and sort common 2-D and 3-D shapes and everyday objects 	<ol style="list-style-type: none"> 17. Subtract two 2-digit numbers (not across 10) 18. Subtract two 2-digit numbers (across 10) 19. Mixed addition and subtraction 20. Compare number sentences 21. Missing number problems <p>Year 1 Shape</p> <ol style="list-style-type: none"> 1. Recognise and name 3D shapes 2. Sort 3D shapes 3. Recognise and name 2D shapes 4. Sort 2D shapes 5. Patterns with 2D and 3D shapes <p>Year 2 Shape</p> <ol style="list-style-type: none"> 1. Recognise 2D and 3D shapes. 2. Count sides on 2D shapes 3. Count vertices on 2D shapes 4. Draw 2D shapes 5. Lines of symmetry on shapes 6. Use lines of symmetry to complete shapes 7. Sort 2D shapes 8. Count faces on 3D shapes 9. Count edges on 3D shapes 10. Count vertices on 3D shapes 11. Sort 3D shapes 12. Make patterns with 2D and 3D shapes
Science	EYFS –	KS1 - Everyday Materials	KS1

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"> • Can ask questions and find the answers to questions by looking carefully at things' 		
History Homes	<p>EYFS -</p> <ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society. •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Y1 –</p> <ul style="list-style-type: none"> • Sequence events in their lifetime. • Match objects to people of different ages. • Understand the difference between things that happened in the past and present. 	<p>Y2 -</p> <ul style="list-style-type: none"> •Recount changes in own life over time. •Sequence photographs etc and place events on a broad chronological framework. •Describe memories of key events in lives. •Use information (research, artefacts etc) to describe the past and the differences between 'then' and 'now'. •Look at evidence to explain reasons why people in the past may have acted in the way they did. •Compare two versions of a past event using pictures or photographs. •Observe and handle resources to answer questions. Ask questions such as: What was it like for a ...? How long ago did...happen? •Describe objects, people or events in history. •Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT 	<ol style="list-style-type: none"> 1. Introduction to houses and homes - To know that people live in different sorts of homes. What are the features of houses? Concentrate on language that we might use when describing houses. 2 Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time. 3 Children will create a house model and label it. 4 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) Children will do this through role play too.

	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives. • Through drama, recount episodes from stories about the past and say why people have acted the way they did. • Use stories, pictures, illustrations and adults talking to distinguish between fact and opinion. • Find answers to simple questions about the past from different sources. • Explore events, look at pictures and ask questions such as: What happened? What was it like? • Sort events or objects into groups e.g. 'then' and 'now'. Tell stories about the past. Talk, write and draw about things from the past. 		<ol style="list-style-type: none"> 5 To learn about the interiors of homes long ago. (Bathroom and Bedroom) 6 Diary account of Houses Long Ago
<p>RE</p> <p>Good News and News Bringers</p>	<p>EYFS – Christmas nativity</p> <p>Y1 - Christmas Gifts & Gift Bringers</p> <ul style="list-style-type: none"> • know that Christians believe that Jesus is God's gift to the world; 	<p>Y2</p> <ul style="list-style-type: none"> • Know that Christmas is a celebration of the good news. • Know that angels are the Good news bringers. 	<ol style="list-style-type: none"> 1. Begin with the children's own experiences of good news. 2. Use circle time to listen to each others news. 3. There may be some good national or world news.

	<ul style="list-style-type: none"> • be able to retell the nativity story; • know that the Wise Men visited baby Jesus after Christmas; • know that we believe that the gift of Jesus shows God's love and care for the world. • have an understanding of the concept of giving; experience the excitement of giving and be able to explain how it feels; • have some understanding of being able to give Jesus a gift through their actions and relationships with one another. 	<ul style="list-style-type: none"> • Explore (Christians) believe that the good news is that Jesus is the saviour of the world. • Understand that we (Christians) believe that the content of the Christmas story is good news. • Understand that the good news impacts on the world then and now. • Retell the Christmas story, including the story of Zechariah. • Talk about their own feelings and experiences of good news. 	<ol style="list-style-type: none"> 4. Watch a few short extracts from BBC Newsround. Was that good news or bad? Why? 5. Then discuss what the difference is between news and good news. 6. How is good news delivered? 7. Who passes on good news? 8. Record in your class RE scrapbook 9. Create a news desk in the role play corner. 10. Arrange for the children to receive good news letters from their family. They must then write a good newsletter in reply. 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>PE</p> <p>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</p>	<p>Y2</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, 	<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.

	<p>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> <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>Y1</p>	<p>agility and co-ordination, and begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. 	<ol style="list-style-type: none"> 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.
<p>Computing Spreadsheets</p>	<p>Year 1</p>	<p>Y2</p>	<ol style="list-style-type: none"> 1. Reviewing prior use of spreadsheets To review the work done in 2Calculate in year 1.

	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Children can save learning into a folder.</p> <p>Children can retrieve learning from a folder</p> <p>Children are becoming familiar with icons such as save, print, open and new.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Children can organise their learning in a coherent method to aid in the saving and retrieving of files.</p> <p>Children can use simple databases to analyse information.</p> <p>Children can edit more complex digital data such as music compositions.</p> <p>Children use a range of media, including importing previously created media, for a desired purpose.</p>	<p>To revise spreadsheet related vocabulary. To use some 2Calculate tools that were introduced in year 1.</p> <p>2. Copying and Pasting Totalling tools To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calculate totalling tools. To use 2Calculate to solve a simple puzzle</p> <p>3. Using a spreadsheet to add amounts To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects</p> <p>4. Creating a table and block graph To add and edit data in a table layout. To use the data to manually create a block graph.</p>
<p>Design Technology</p> <p>Puppets</p>	<p>EYFS – Expressive Arts & Design</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>KS1</p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. To investigate a range of puppets and their features. 2. To develop and practise sewing skills. 3. To be able to work with fabric to create a finger puppet. 4. To be able to design a glove puppet. 5. To be able to follow a design to make a puppet. 6. To be able to evaluate a finished product

Y1 –

- Draw on their own experience to help generate ideas.
- Suggest ideas and explain what they are going to do.
- Identify a purpose for what they intend to design and make.
- Model their ideas in card and paper.
- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.
- Make their design using appropriate techniques.

Evaluate their products as they are developed, identifying strengths and

- Make simple drawings and label parts
- Begin to select tools and materials; use vocab' to name and describe them.
- Assemble, join and combine materials in order to make a product.
- Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Assemble, join and combine materials in order to make a product
- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately

	<p>possible changes they might make.</p> <ul style="list-style-type: none"> • 		
<p>Music</p>	<p>EYFS</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - 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>Y1</p> <p><u>Christmas Nativity Performance.</u></p> <ul style="list-style-type: none"> • Recognise styles of music and instruments. • Learn about melodies, singing and vocal health. • Work in a group to sing and perform on an instrument to an audience. 	<p><u>Christmas Nativity Performance.</u></p> <ul style="list-style-type: none"> • Continue to recognise styles of music and instruments. • Learn about melodies, singing and vocal health. • Work in a group to sing and perform on an instrument to an audience. 	<ol style="list-style-type: none"> 1. To take part in the Nativity. 2. To learn Christmas songs in a group and perform in front of an audience.

<p>PSHEE</p> <p>Celebrating difference</p>	<p>EYFS</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers; - Show sensitivity to 	<p>KS1</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <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>	<ol style="list-style-type: none"> 1. Accept that everyone is different. 2. Include others when working and playing. 3. Know how to help if someone is being bullied. 4. Try to solve problems. 5. Try to use kind words. 6. Know how to give and receive compliments.
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their own and to others'
needs.