



Key Stage Autumn 1

Mrs Craven, Miss Harrison/Mrs Kelly
Miss Byrne

CORE SUBJECTS

ENGLISH

Text focus: Boris Starts School, The Lonely Beast, Maya's Walk

Writing focus:

1. Sentences to describe Boris the Bear, sentences for Boris' feelings, sentences for how we should treat people
2. Sentences to describe the Beast, a recount of the Beast's travels, when I feel lonely sentences, sentences to write the end of the story using the last 2 pages picture prompts
3. Sentences about what Maya sees, recount sentences about our walk into the local area using senses, sentences to say why Maya and the Lonely Beast would love our local area

Reading: guided reading for year 2, story time and class read each day

Spelling, grammar and punctuation: a range of grammar and punctuation embedded daily

Phonics: taught daily in groups with sounds appropriate to each child's phonic knowledge and challenge point

RELIGION – Families

To know and understand:

- The love and care shown in the family
- God's love and care for every family
- The many beginnings each day offers
- God is present in every beginning

MATHS—Place value and addition and subtraction

Year 1

Sort objects, count objects, count objects from a larger group, represent objects, recognise numbers as words.

Count on from any number, 1 more, count backwards within 10, 1 less, compare groups by matching

Fewer/more/same, less than/greater than/equal to, compare numbers, order objects and numbers, the number line

Introduce parts and wholes, part whole model, write number sentences, fact families – addition facts, number bonds within 10.

Year 2

Numbers to 20, count objects to 100 making 10s, recognise tens and ones, use a place value chart, partition numbers to 100.

Write numbers to 100 in words, flexibly partition numbers to 100, write numbers to 100 in expanded form, 10s on a number line to 100, 10s and 1s on a number line to 100.

Estimate numbers on a number line, compare objects, compare numbers, order objects and numbers, count in 2s, 5s and 10s.

Count in 3s, bonds to 10, fact families – addition and subtraction bonds to 20, related facts, bonds to 100.

SCIENCE

Living things and their habitats

-identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Animals including humans:

-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Computing—Programming Bee Bots

- Recognise cause and effect when pressing buttons on a virtual Bee-Bot.
- Discuss and demonstrate how the virtual Bee-Bot works.
- Record video, ensuring everyone is in the shot.
- Give several clear instructions in sequence.
- Program a virtual Bee-Bot to reach a destination.
- Identify and correct mistakes in their programming.

RHE— created to live in community

Children will learn that:

- God is love: Father, Son and Holy Spirit
- Being made in His image means being called to be loved and to love others
- To know what a community is, and that God calls us to live in community with one another
- A scripture illustrating the importance of living in community as a consequence of this
- Jesus' teaching on neighbours

PHSE -

Health and well being activities



TOPIC – Where am I? A local area study (geography)

- State that the UK stands for the United Kingdom.
- Point to each country in the UK on a map when prompted.
- Verbally identify features within the school grounds.
- Use and respond to directional language.
- State that an aerial photograph is taken from above.
- Recognise some familiar features in aerial photographs.
- Explain that symbols show features on a map.
- Add symbols to a map.
- Create a messy map of their local area

ART— Craft and design—map it out

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.

PE—Gymnastics

Year 1

- I can make my body curled, tensed, stretched and relaxed and can use the words to describe it.
- I can control my body when travelling and balancing.
- I can copy a short sequence of skills and repeat it.
- I can roll, curl, travel and balance in a variety of ways

Year 2

- I plan and perform a sequence of movements, using those taught so far and my own.
- I improve my sequence based on feedback.
- I can think of ways to make a sequence using set expected components.
- I can work on my own or with a partner – copying one another or adding components together.

Music - Rhythm in the Way We Walk & Banana Rap (Reggae & Hip Hop)

A range of listen and appraise, musical and performance activities throughout the unit