



## Key Stage Autumn 1

Mrs Craven, Miss Harrison, Miss Winnard

### CORE SUBJECTS

#### ENGLISH

**Text focus:** Paddington's Post, a range of books on The Great Fire of London, Katie's London Christmas

**Writing focus:**

1. A letter in role as Paddington to Aunt Lucy. 2. A diary in role as Samuel Pepys. 3. A non-chronological report about The Great Fire of London. 4. A recount. 5. A narrative retelling the story of Katie's adventures in London.

**Reading:** guided reading 30 minutes per day, class read 10 minutes per day, independent reading 20 minutes per 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

#### RELIGION – Signs and Symbols

To explore signs and symbols and learn that they have important meanings for us.

To explore symbols of Christianity.

To explore the signs and symbols used in baptism.

To review the Sacrament of Baptism:

- the welcome
- baptism with water
- anointing with the oil of Chrism.
- the Baptismal candle

#### MATHS - Addition and Subtraction

##### Year 1

Addition and subtraction within 10:

- Part-whole model
- Write number sentences
- Fact families - addition facts/subtraction facts
- Number bonds to 10
- Addition and subtraction problems

##### Year 2

Addition and subtraction:

- Bonds to 10/100
- Fact families
- Add and subtract across 10
- 10 more 10 less
- Add and subtract 10s
- Add and subtract 2 2-digit numbers
- Compare number sentences
- Missing number problems

#### SCIENCE – Materials/Seasonal Changes

To explore materials – wood, plastic, glass and metal

To explore materials - rock

To explore objects and materials

To understand that water can melt and freeze

To understand that some materials will float and some will sink

To investigate materials which absorb water

To investigate seasonal changes - winter

#### Computing—Programming 1: Algorithms unplugged

- To understand what an algorithm is.
- To follow instructions precisely to carry out an action.
- To understand that computers and devices around us use inputs and outputs.
- To understand and be able to explain what decomposition is.
- To know how to debug an algorithm.

#### RHE— created to love others

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

#### PHSE -

Health and well being activities



**TOPIC – The Great Fire of London (History)**

- To develop an understanding of London past and present
- To learn about the events of the Great Fire of London including key dates on a timeline
- To time line the events of The Great Fire of London in chronological order
- To understand how we know about The Great Fire of London through the diary of Samuel Pepys
- To understand why the Great Fire of London travelled so quickly and easily
- To know that London has changed as a result of the Great Fire of London

**Art—Drawing: Make your mark**

- To know how to create different types of lines.
- To explore line and mark making to draw water.
- To draw with different media.
- To develop an understanding of mark making.
- To apply an understanding of drawing materials and mark making to draw from observation.

**Music - Friendship Song (Pop, Soul, Film)**

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

**PE**

**Dance:**

**Year 1**

- I can move to music
  - I can copy some dance moves
  - I can perform my own dance movements.
  - I can move sensibly and safely in space.
  - I can make up a short dance of approx. 3 repeated moves.
- ways

**Year 2**

- I can change rhythm, speed, add level and change of direction.
- I dance with some coordination and control.
- I make a sequence by linking learned sections together.
- I use a dance to show mood and feeling of the topic.

**Ball Games**

**Year 1**

- I throw underarm
- I hit a ball with an implement
- I move and stop safely
- I throw and catch with both hands
- I throw and kick in different ways

**Year 2**

- I use hitting, kicking and/or rolling in a game.
- I can decide the space I need to be in during a game.