



Key Stage Autumn 1

Mrs Craven, Miss Byrne, Miss Kadir

CORE SUBJECTS

ENGLISH

Text focus: Super Duper you by Sophy Henn, We are Family by Patricia Hegarty and Ryan Wheatcroft, Ruby's Worries by Tom Percival, The Bog Baby by Jeanne Willis and Gwen Millward.

Writing focus:

1. A speech bubble about themselves, 2. An explanation text about their families, 3. Narrative retelling part of Ruby's Worries, 4. Instructions for looking after a Bog Baby, 5. A letter in role as a character.

Reading: guided reading for year 2 throughout the week, class read/story time 10 minutes per day. Texts shared in English lessons.

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

Topic 1– Beginnings

To know that God was there at the beginning of the world
To understand that God is always with us
To understand that God loves us
To understand why we pray and the importance of this
To know what the Holy Rosary is and how to pray with it

MATHS

Count objects within 10, Represent numbers to 10

Count on and back within 20, Understand 10, Understand 11-15, Understand 16-20, 1 more, 1 less, Count in 2s, 5s, 10s, 3s

Number lines, Estimate on number lines, Less than, greater than, equal to, Compare numbers

Order numbers, Parts and wholes, Systematic number bonds to 10, Number bonds to 10, Number bonds to 20

Addition – add together, Addition – add more, Doubles

Near doubles, Add 3 1-digit numbers, Find a part

Fact families – the 8 facts, Take away – how many left?, Find the difference, Missing number problems

Computing—Improving mouse skills

- To log in to a computer and access a website.
- To develop mouse skills.
- To use mouse skills to draw and edit shapes.
- To draw a scene from a story using digital tools.
- To create a self-portrait using digital techniques.

RHE— created to love others

Children will learn that:

We are part of God's family

Saying sorry is important and can mend friendships

Jesus cared for others and had expectations of them and how they should act

We should love other people in the same way God loves us

To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special
The importance of nuclear and wider family

The importance of being close to and trusting special people and telling them if something is troubling them

How their behaviour affects other people, and that there is appropriate and inappropriate behaviour

The characteristics of positive and negative relationships

About different types of teasing, and that all bullying is wrong and unacceptable

PHSE -

Health and well being activities

SCIENCE – The Human Body/Seasonal Changes

To name and identify parts of the human body

To draw and label parts of the human body

To understand that we use our eyes to see

To understand that we use our ears to hear sound

To understand that we use our mouths and tongues to taste

To notice changes that occur in autumn

To collect and record data



TOPIC – How am I Making History (History)

Order three photographs correctly on a simple timeline.

Use the terms 'before' and 'after' when discussing their timelines.

Talk about three memories and place one of them on a timeline.

Explain why memories are special and name four events that they celebrate throughout the year.

Think of three ways they celebrate their birthday.

Ask a visitor one question about childhood in the past.

Know a similarity and a difference between childhood now and in the past.

Add three ideas to a time capsule about themselves.

Use key vocabulary to compare the present, the past and possible changes in the future.

TOPIC – what we need from home to help...

Week 1—8th September: **photos of children from 3 different times in their lives (e.g. baby, toddler, now)**

Week 2—15th September: children's memories/achievements—**photos, medals, certificates**

Week 4—29th September—a **visitor for each class—a grand parent or great grandparent would be great so the children can ask them about their childhood. (see separate letter)**

D&T - Structures: constructing a windmill

Identify some features that would appeal to the client (a mouse) and create a suitable design.

Explain how their design appeals to the mouse.

Make stable structures, which will eventually support the turbine, out of card, tape and glue.

Make functioning turbines and axles that are assembled into the main supporting structure.

Say what is good about their windmill and what they could do better.

PE

Throwing/catching/sending and receiving

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.

Music - Hands, Feet & Heart (South African Music/ Afropop)

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