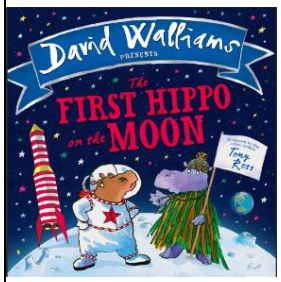
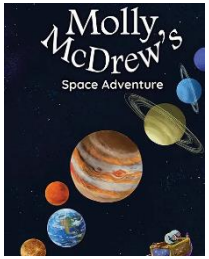
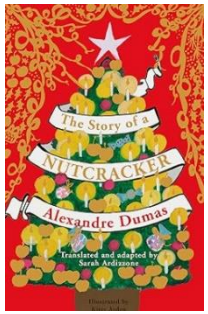
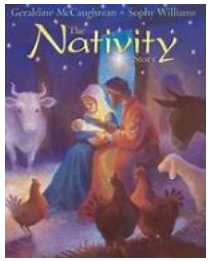
Autumn 2:

Texts:









Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Spelling frame (Yr 1 and 2)
- TT rockstars (Yr 1 and 2)
- Active learn phonic activities (Reception)

Literacy:

Maths: Reception:

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Living things	- Living things - Breathing - Air - Food - Alive - Non-living - Never alive	In this unit children will make comparisons between things that are alive, things that are not alive, and things that were once alive. They will sort and compare animals, plants and non-living things and will create a list of features of living things. Children will notice that living things have offspring which resemble their parents and that they themselves grow into adults which reproduce. Children will order the stages of growth of humans from birth to old age. They will complete their Quest by imagining they are curators of a museum where they will curate an exhibition on living things, and design an information board for an exhibit comparing living, not living and never living things.

			Working Scientifically, children will use observable features to identify and classify living and non-living things. They will ask questions and use their observations and ideas to suggest answers to their questions. In order to teach this unit, children will need to have studied Types of Animals and Plants in Year 1. They will also need to have a basic understanding of the needs of plants and animals and understand that plants and animals grow.
Science Yr1	Types of animals	- Categorise - Mammal - Reptile - Amphibian - Bird - Extinct - fish	In this unit children will observe and recognise some simple characteristics of animals. They will learn that animals are similar to each other in some ways and different in other ways. They will begin to start grouping animals by the key features of their appearance. This unit provides an opportunity for children to complete an offsite visit to a local zoo, farm or aquarium where they can experience live animals first hand. This needs to be arranged in advance of starting the unit and would be ideally placed in the mid-point of the unit after children have had some experience of identifying characteristics of animals. This is an enhancement opportunity and the unit can be completed successfully without a visit but children should have the opportunity to explore and observe animals at first hand in their school grounds. They will work towards creating a plan of a zoo environment incorporating different types of animals in their design. Working scientifically, children will have the opportunity of observing and classifying animals in the local environment and beyond. They will classify animals that are mammals, birds, reptiles, amphibians or fish using simple observable features. They will record data, with help, in charts and tables and use these to answer questions.
Understanding the World Reception	Forest school	Introduce fire. Developing the skills to learn about how to be safe when there is a fire. Sensory explorations playing with mud, water and ice. Learning how to take care of ourselves with how we dress to stay warm in winter. A focus on making shelters and dens to help us stay dry when it rains. Introducing tools such as potato peelers to whittle, mallets, loppers and secateurs as we begin crafting.	

		Crafting sessions using natural materials and wool to create gifts for Christmas. Looking at evergreen plants in winter: holly, ivy, fir trees.	
RE Yr1 and 2	Who made the world (creation)	- Creation - World - 7 days - Creator - Universe - Important, significant - Christians - Religions	- 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.
RE Reception	Why do Christians preform the Nativity at Christmas?	- Nativity - Christmas - Born - Jesus - Mary, Joseph - Shepherds, flock, wise men	- Why Christmas is celebrated by Christians - The importance of Christmas for Christians - Why the Nativity is reenacted
History Reception		-	
History Yr 1 and 2		-	
Geography Reception	Who are we and where do we belong?	- Village - Shop, post office, school, hairdressers, church, village hall, park, pub, city -	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from
Geography year 1 and 2	The UK	- North, East, South and West - Compass - Direction	- Can they label a diagram or photograph using some geographical words? - Can they find out about a locality by using different sources of evidence? - Can they find out about a locality by asking some good questions to someone else?

		- Island - UK / United Kingdom - Country - Terrain - Human features - City, village, town - Physical features - Coastal, mountain, hillside, seaside - England - Scotland - Wales - Ireland	- Can they say what they like and don't like about their locality and another locality like the seaside? - Can they name the main cities of England, Wales, Scotland and Ireland? - Can you find where they live on a map of the UK? - Can they describe some human features of own locality, such as the jobs people do? - Can they explain how the jobs people do may be different in different parts of the world? - Do they think that people ever spoil the area? How? - Do they think that people try to make the area better? How? - Can they explain what facilities a town or village might need?
PE	Gymnastics	- Curl - Relax - Shape - Roll - Travel - Stretch - Balance - Sequence - Direction - Speed - Control - Climb - Jump - Still - Movement - land	· make body curled, tense, stretched and relaxed · control body when travelling and balancing · copy sequences and repeat them · roll, curl, travel and balance in different ways · plan and perform a sequence of movements · improve sequence based on feedback · think of more than one way to create a sequence which follows some 'rules'
Art		-	
DT	Moving pictures	- Design - Make, do , review - Evaluate	- Evaluate how well a product works. - Draw a simple design and add annotations. - Make a picture which aims to have two

		- Improve - Detail - Features - Criteria - Product - Mechanism - Movement - Slider - Lever - wheel	moving mechanisms. - Use design criteria to help guide the making and evaluation process - Answer in detail a range of questions about an existing product to help explore and evaluate it. - Add detail and annotations to a design to show how different components move. - Make a picture which uses a slider, wheel and lever mechanism to make it move. - Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.
Computing Reception	General computing skills	- Computer - I-pad - Laptop - Mouse - On/off button - Username - Password - Keyboard	To turn on and off a device. To access a simple program on the device To complete a simple program To type their first name using the key board.
Computing Year 1 and 2	Lego builders	- Logging on - Programs - Apps - Computer - Keyboard - Mouse - Screen - Laptop - algorithm	- Children know that to achieve the effect they want when building something, they need to follow accurate instructions. - Children know that by following the instructions correctly, they will get the correct result. - Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. - Children can follow instructions in a computer program. - Children can explain the effect of carrying out a task with no instructions. - Children know that computers need precise instructions to follow. - Children know that an algorithm written for a computer to follow is called a program.
Music		-	

PSHE	Bullying Matters	- Bullying - Respect - Feelings - Emotions - Resolution - Co-operating - Listening	- Recognising simple strategies to resolve arguments between friends positively. - Recognising how to ask for help if a friendship is making them feel unhappy. - Recognising that bodies/feelings can be hurt by words and actions. - Identifying how people may feel if they experience hurtful behaviour or bullying. - Understanding that hurtful behaviour is not acceptable. - Explaining how to report bullying and the importance of telling a trusted adult. - Identifying what to do if they feel worried. - Identifying what is kind and unkind behaviour. - Recognising how to treat themselves and others with respect. - Playing, listening and working cooperatively.