

## Autumn 1:

### 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:** Sentence structure, Story writing, letter writing

**Maths:** **Reception:** Match sort and compare and measure and pattern **Year 1:** Place Value within 10 and Addition and subtraction within 10. **Year 2:** Place Value and Addition and subtraction.

<b>Subject:</b>	<b>Subject topic:</b>	<b>Topic specific vocabulary:</b>	<b>Sticky knowledge / skills:</b>
Science Yr2	Feeding and exercise	<ul style="list-style-type: none"> <li>- Water, food, air</li> <li>- Food chain</li> <li>- Predator</li> <li>- Prey</li> <li>- Exercise</li> <li>- Balanced diet</li> </ul>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

		<ul style="list-style-type: none"> <li>- Hygiene</li> <li>- Food groups</li> <li>- Fair test</li> <li>- data</li> </ul>	<p>Identifying and classifying.</p> <p>Performing simple tests.</p> <p>Gathering and recording data to help in answering questions.</p>
<b>Science Yr1</b>	Parts of animals	<ul style="list-style-type: none"> <li>- Human body parts</li> <li>- Animal body parts</li> <li>- Fish, amphibian, reptile, birds and mammals</li> <li>- Pets, wild</li> <li>- Fair test</li> <li>- data</li> </ul>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p>
<b>Understanding the World Reception</b>	Forest school	<p>Introduce fire.</p> <p>Developing the skills to learn about how to be safe when there is a fire.</p> <p>Sensory explorations playing with mud, water and ice.</p> <p>Learning how to take care of ourselves with how we dress to stay warm in winter.</p> <p>A focus on making shelters and dens to help us stay dry when it rains.</p> <p>Introducing tools such as potato peelers to whittle, mallets, loppers and secateurs as we begin crafting.</p> <p>Crafting sessions using natural materials and wool to create gifts for Christmas.</p> <p>Looking at evergreen plants in winter: holly, ivy, fir trees.</p>	
<b>RE Yr1 and 2</b>	Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> <li>- Muslim</li> <li>- Quran</li> <li>- Allah</li> <li>- Ramadan</li> <li>- Eid-ul-Fitr</li> <li>- Prophet</li> <li>- Muhammad</li> </ul>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p>
<b>RE Reception</b>	What is special about our world and where do we belong?	<ul style="list-style-type: none"> <li>- World</li> <li>- Religion</li> <li>- Christianity</li> <li>- Islam</li> <li>- Baptism</li> </ul>	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into Islam.</p>

<b>History Reception</b>	How have we changed since I was a baby?	<ul style="list-style-type: none"> <li>- Past, present and future</li> <li>- Change</li> <li>- Baby, toddler, child, teenager, adult</li> <li>- Grown</li> </ul>	<p>To understand and identify the difference between, baby, toddler, child, teenager and adult and the difference in needs.</p> <p>To talk about a past memory.</p> <p>To talk about a future plan.</p> <p>To talk about what is happening now in the present.</p>
<b>History Yr 1 and 2</b>	Changes within living memory.	<ul style="list-style-type: none"> <li>- Past, present and future</li> <li>- Living memory</li> <li>- Change over time</li> <li>- Similarities and differences</li> <li>- Ways of life</li> <li>- Timeline</li> <li>- Periods of time</li> </ul>	<p>Understand historical concepts such as continuity and change.</p> <p>Learn about changes in living memory.</p> <p>Identify similarities and differences between ways of life in different periods.</p>
<b>Geography</b>			
<b>PE</b>	Games	<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Player</li> <li>- Turn taking</li> <li>- Feedback</li> <li>- Bat and ball</li> <li>- Stretching</li> <li>- Cool down</li> </ul>	<p>To take part and participate in team games.</p> <p>To follow the simple rules of team games.</p> <p>To work alongside others to gain the same goal.</p> <p>To be happy for the winning team.</p>
<b>Art</b>	Spirals	<ul style="list-style-type: none"> <li>- Pattern</li> <li>- Structure</li> <li>- Movement</li> <li>- Growth</li> <li>- The Human Body</li> <li>- Sound</li> <li>- Sketch</li> <li>- Pencil control</li> <li>- Fine motor skills</li> <li>- Grip</li> </ul>	<p>Drawing is a physical and emotional activity.</p> <p>We draw, we can move our whole body.</p> <p>We can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>We can draw from observation or imagination.</p> <p>We can use colour to help our drawings engage others.</p>
<b>DT</b>		-	-

<b>Computing Reception</b>	General computer skills	<ul style="list-style-type: none"> <li>- Computer</li> <li>- I-pad</li> <li>- Laptop</li> <li>- Mouse</li> <li>- On/off button</li> <li>- Username</li> <li>- Password</li> <li>- Keyboard</li> </ul>	<p>To turn on and off a device.</p> <p>To access a simple program on the device</p> <p>To complete a simple program</p> <p>To type their first name using the key board.</p>
<b>Computing Year 1 and 2</b>	Online safety	<ul style="list-style-type: none"> <li>- Attachment</li> <li>- Digital footprint</li> <li>- Email</li> <li>- Filter</li> <li>- Internet</li> <li>- Personal information</li> <li>- Secure</li> <li>- Sharing</li> <li>- Search</li> <li>- Private information</li> </ul>	<p>To know how to refine searches using the Search tool.</p> <p>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we should talk to others in an online situation.</p> <p>To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p>
<b>Music</b>	Move to the beat	<ul style="list-style-type: none"> <li>- Beat</li> <li>- Timing</li> <li>- Instruments</li> <li>- Rhythm</li> <li>- Tempo</li> <li>- Pulse</li> </ul>	<p>To explore music and how it makes us feel and how our body interprets the music.</p> <p>To explore how we can make music and change it.</p> <p>Patience of taking turns and listening to one another.</p>
<b>PSHE</b>	Being healthy	<ul style="list-style-type: none"> <li>- Healthy</li> <li>- Balanced diet</li> <li>- Exercise</li> <li>- Hygiene</li> <li>- Dental care</li> <li>- Safe</li> <li>- Online safety</li> <li>- Relax</li> <li>- rest</li> </ul>	<p>Identifying different ways to keep healthy.</p> <p>Recognising foods that support good health; the risks of eating too much sugar.</p> <p>Exploring how physical activity helps us to stay healthy.</p> <p>Recognising why sleep is important and different ways to rest and relax.</p> <p>Demonstrating simple hygiene routines that can stop germs from spreading.</p> <p>Exploring what good dental care is; identifying food and drink that supports dental health.</p> <p>Describing different ways of keeping safe in the sun to reduce skin damage.</p> <p>Recognising the importance of knowing when to take a break online/offline.</p>

