



Subject	Autumn 1		Autumn 2
RE	Branch 1 – Creation and Covenant		Branch 2- Prophecy and Promise
Maths <i>Following White Rose Maths</i>	Number- Place value (within 10) Sort and 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	Number- Addition and subtraction (within 10) Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line	Geometry- Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes Consolidation
English	<u>Phonics</u> - Letters and Sounds – Phase 3 revision: - Beginning new Phase 4 clusters: High Frequency words. - Handwriting- securing our print formation. <u>English:</u> <u>Text: Wanted Pets by Fiona Robertson</u> Unit outcomes: To label a picture. To use adjectives to describe. <u>Text- Stanley’s by Stick John Hegley</u> Unit outcomes: write thought bubbles and speech bubbles for characters in the book to demonstrate emotions and thoughts. Write a retelling of part of the story. <u>Text- Pumpkin Soup by Helen Cooper</u> Unit outcomes: write a set of instructions. Write a poster advertising Duck’s Kitchen <u>Text- Where The Poppies Now Grow by Hilary Robinson and Martin Impey</u> Unit outcomes: use my senses to describe a setting. To write a past tense recount. Poetry Unit outcome: Write an acrostic poem		

	<u>Text- The Storm Whale by Benji Davies</u> Unit outcomes: Writing statements and commands, sentence construction, question marks, exclamation marks, capital letters for names, using the suffix –ed.			
Science	Animals Carnivores, Omnivores and Herbivores Plants - Plant plants - Tree parts - Wild and garden plants - Plants in my local area	Seasonal changes - Changes in autumn - Collect and record data	The Human Body - Identify and name parts of the human body - Draw and label parts of the human body - Sight - Taste - Smell - Sound - Touch	Seasonal changes - Changes in winter - Collect and record data
Geography and/ or History	<u>History- Changes within living memory- Toys</u> - What are our toys like today? - What are other people's toys like? - How can we tell these toys are old? - What sorts of toys did our grandparents play with and how do we know? - Who played with these toys in the past and how can we know? - How can we set up our own toy museum?		<u>History- Significant Events: Remembrance</u> - Poppy Day- What are memories? - What do we remember on Poppy Day? - When did we start wearing Poppies and have we always done so?	
Music Following Sing Up	<u>Unit 1: Menu Song</u> - Participate in creating a dramatic group performance using kitchen-themed props. - Copy a leader in a call-and-response song, waiting their turn to sing. - Sing a cumulative song from memory, remembering the order of the verses. - Play classroom instruments on the beat. - Listen and move in time to the song.		<u>Unit 2: Colonel Hathi's march</u> - Compose music to march to using tuned and untuned percussion. - Respond to musical characteristics through movement. - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). <u>Unit 3: Magical music aquarium</u> - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - Sing a unison song rhythmically and in tune. - Play percussion instruments expressively, representing the character of their composition. - Listen to 'Aquarium', reflecting the character of the music through movement.	

Art following Access Art D&T	<u>D&T -Food</u> • Design appealing products for a particular user • Generate ideas through investigating a variety of fruit and vegetables • Communicating ideas through talk and drawings • Select from a range of fruit and vegetables to create a chosen product.	<u>D&T Structures</u> • Generate ideas based on simple design criteria explaining what they could make • Develop model and communicate their ideas through talking, mock ups and drawing • Plan by suggesting what to do next. • Select and use tools and techniques, explaining their choices. • Use simple finishing techniques suitable for the structure they are creating.
PE	<u>Movement Skills</u> We will develop our skills of: • Static and Dynamic balances • Hopping and jumping • Running and dodging	<u>Gymnastics</u> We will develop our skills of: • Floor shapes- basic floor shapes and gym posture, once foot balances, front, back and side support and crab and bridge pose. • Floor movement- log roll, bunny hop, leap, side roll to knee, teddy bear roll. • Apparatus- mounting the vault, straight jump, star jump, tuck jump, bunny hop on the bench, walking on the bench
Computing	<u>Discovering programming</u> • Name the main external parts of a computer and explore how they work together. • Explore programmable devices relating their understanding of inputs and outputs to natural and digital systems. • Use unplugged approaches and simple onscreen and physical devices to develop understanding of algorithms and programming, • Develop their own skills in open programming time. <u>Online safety is taught in every computing lesson</u> • Explain why password and personal information are private. • Describe the things that happen online that I must tell an adult about. • Talk about why I should go online for a short amount of time and why it is important to be kind and polite online and in real life.	
P.S.H.E.	<u>Ten:Ten KS1 Module One: Created and Loved by God</u> Developing an understanding of the importance of valuing themselves as the basis for personal relationships. <u>Unit 1 Religious understanding</u> • Know we are created individually by God. • Know we are created as a unity of body, mind, love and spirit: who we are matters. • Develop an understanding of God and why we are important to Him. • Expanded our thinking about the Kingdom of Heaven. <u>Unit 2 Me, my body, my health.</u>	<u>Unit 3 Emotional Well-being</u> • Develop a range of vocabulary to describe feelings. • Know that it is natural for us to relate to and trust one another • Have a basic understanding that feelings and actions are two different things. • Develop simple strategies of managing their feelings. <u>Unit 4 Life Cycle</u> • Know and understand that there are natural life stages from

	• Understand why God made us. • Recognise what makes us unique, our individual gifts, talents and skills. • Recognise our body parts • Know that we have been created by God to be similar and different • Know that we need to look after our bodies by staying clean and healthy • Know the importance of sleep, rest and recreation for our health	birth to death, and what these are. • Describe the cycle of life. • Engage in discussion and questions in the stories <u>Anti-bullying Week</u> <u>Monday 11th - Friday 15th November</u> Theme: Choose Respect • Begin to understand what bullying is • Begin to understand how teasing and bullying are different • Recognise the signs of bullying and teasing • Know how to react if you think you or someone you know could possibly be being bullied • Begin to understand that bullying can occur online • Recognise the things we can do to prevent online bullying.
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