



Autumn 2 YEAR B

Key Stage: KS1

Topic: Towers, Tunnels and Turrets

Autumn 2 Year B		
English	Maths	
	Year 1	Year 2
<p><u>The Elves and the Shoemaker</u></p> <p>Children retell the story before making writing their own version, changing what the elves are making</p> <p>Year 1 - to write sentences; to join words and clauses with 'and'</p> <p>Year 2 - to use expanded noun phrases; to use suffixes 'ment'/'less'/'ful'/'ly'</p> <p><u>The Jolly Christmas Postman</u></p> <p>Children write letters to Father Christmas from the viewpoint of the characters in The Jolly Christmas Postman</p> <p>Year 1 - to write sentences; to use capital letters for 'I' and names</p> <p>Year 2 - to write correctly punctuated questions; to use apostrophes for contractions</p>	<p>Addition/Subtraction</p> <ul style="list-style-type: none"> • Fact families • Number bonds • Comparing number bonds • Subtracting by taking away (crossing out) • Subtracting by counting back • Finding the difference • Comparing addition and subtraction calculations <p>Place Value (within 20)</p> <ul style="list-style-type: none"> • Count forwards and backwards • Write numerals for numbers to 20 • Use tens and ones to make numbers <p>Geometry</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes • Recognise and name 3D shapes 	<p>Addition/Subtraction</p> <ul style="list-style-type: none"> • Add by making 10 • Add three single digit numbers • Add single digit to two digit numbers • Add two two digit numbers • Subtract 1s • Subtract 10s • Subtract a two digit number from a two digit number • Bonds to 100 <p>Geometry</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes • Recognise and name 3D shapes

	Computing	History	Geography
Description	The children will continue to develop their understanding of more complex algorithms.		Children learn about the four countries that make up the UK and their human and physical features
NC Objectives	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use world maps, atlases and globes to identify the countries and continents taught at this key stage Use simple compass directions (North, South, East and West)
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn what an algorithm is Children will learn how to create a simple algorithm Children will learn that the sequence of algorithms is important Children will learn to debug simple algorithms Children will learn that algorithms are implemented as programs on digital devices 		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the four countries of the UK and their capital cities Children will be able to name and locate the surrounding seas of the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Children will be able to use basic vocabulary to refer to human and physical features <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the countries above They will use simple compass directions to explain where the country is in relation to the UK
Disciplinary Skills	<ul style="list-style-type: none"> Understand that pressing the up arrow on a BeeBot will move it forward one space. Understand that pressing the down arrow on a BeeBot will move it backwards one space. Understand that pressing the right arrow on a BeeBot will spin the BeeBot to the right from the same tile. Understand that pressing the left arrow on a BeeBot will spin the BeeBot to the left from the same tile. Understand that sliding the power button to 'on' will give power to my device. 		<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are 2D representations of Earth Compare and contrast the four countries of the UK based on their human and physical features Describe the location of the four countries of the UK in relation to each other using simple compass points
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear		United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, English Channel, Irish Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast
Assessment	Can the child make a more complex algorithm? Can they navigate around a given object and move from point A to point B ?		<p>End of Unit Workout</p> <ul style="list-style-type: none"> Children will label the four countries of the UK and their capital cities on a map Children will label the surrounding seas of the UK on a map Children will be able to identify key human and physical features from each country

	Art	DT	Science
Description		Children will design and make a catapult, thinking about how it can launch its payload	Children will learn about living, dead and never alive
NC Objectives		<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups • Select from and use a range of tools and equipment to perform practical tasks (for cutting, shaping, joining and finishing) • Select from and use a wide range of materials and components • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Explore and use mechanisms in their products 	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead and never alive
Substantive Knowledge		<ul style="list-style-type: none"> • Designing - catapults based on the success criteria of launching its payload as far as possible • Make - select from a range of tools and materials to create the catapult, using the most appropriate for the task • Evaluate - Adapt and problem solve along the journey. Find solutions to make the structure stable, more sturdy and able to throw • Technical Knowledge - learn how to use mechanisms and make structures stronger, stiffer and more stable 	<ul style="list-style-type: none"> • Children will learn what makes a living thing • They will learn that something can only be dead if it was once alive • Children will learn that some things have never been alive as they have been made
Disciplinary Skills		<ul style="list-style-type: none"> • To apply the substantive knowledge of the existing products and materials to create their own catapult, making thoughtful improvements for the future. 	<ul style="list-style-type: none"> • Children will sort and group things that are living and dead • Children will sort and group things that are dead and never alive
Vocabulary		catapult, payload, mechanism, structure, stronger, stiffer, stable, joining, finishing, designing, evaluating	living, dead, never alive, sort and group
Assessment		Assess final product against the design criteria	Headstart assessment on living, dead, never alive

	PE	Music	PSHE
Description	Indoor PE - Children will perform simple dance movements on the theme of 'plants'. Outdoor PE - children will develop their fundamental movement skills	Children will perform a chant with body actions, vocal and body sounds	Celebrating Differences - children will celebrate their differences and understand that everyone is different
NC Objectives	<ul style="list-style-type: none"> Pupils should be taught to perform dances using simple movement patterns Pupils should be taught to master basic movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	PSHE Association <ul style="list-style-type: none"> Recognise what makes them and other unique Identify what they are good at, what they like and dislike Learn about what is kind and unkind behaviour and how this can affect others Understand how people may feel if they experience bullying How to talk about and share their opinions on things that matter to them
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to perform simple dance movements on the theme of plants They will learn to sequence movements together by themselves and with a partner They will learn how to mirror dance movements Children will improve their basic movements by completing a variety of short exercises 	<ul style="list-style-type: none"> Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used 	<ul style="list-style-type: none"> Understand similarities and differences between people in their class Explain what bullying is Know who to talk to if they were feeling unhappy Understand how to make new friends Explain how they are different from their friends
Disciplinary Skills	<ul style="list-style-type: none"> To develop simple movement patterns in dance, understanding how to link movements together and the best order to sequence movements into to allow for smooth transitions To practise/rehearse dance movements individually and in small groups To perform their dance movements to an audience of peers To understand how to improve fundamental movement skills 	<ul style="list-style-type: none"> Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand Sing and play in time and follow a range of simple directions including ideas about how to improve Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions Listen and respond to Pictures at an Exhibition - Mussorgsky Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions 	<ul style="list-style-type: none"> Children will understand some ways in which they are the same and different as their friends Understand how someone who is bullied might feel Understand how it feels to make a new friend Understand that differences make us special
Vocabulary	pattern, canon, mirroring, motif, travel, standing long jump, star jump, hee kicks, ladder run, speed bounce, hopping, high knees	Fast(er), quiet(er), silence, start, stop plus instrument names and playing techniques (tapped/shaken/scraped)	similarities, differences, stereotypes, bullying, special, unique
Assessment	Dance - Compose a dance routine and perform Outdoor - Can the children use the fundamental movement skills?	Identify families of percussion instruments and explore how they can be played	Children will be able to explain how they are different from their friends

Religious Education			
Description	<p style="text-align: center;">Journeys</p> <p>Children will think about different journeys they have made and how they felt when they arrived at their destination They will learn about some of the journeys that were made by characters in the Nativity story They will learn and retell the Russian Folktale of Babushka</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To respond creatively by drawing a simple map of a journey they have been on To describe how they travelled, what they saw and how they felt when they reached their destination. <p>Apply</p> <ul style="list-style-type: none"> To recognise and describe how they might feel at the end of a journey To recognise that journeys do not all end the same way and that other people might feel differently about a journey than they do. <p>Inquire</p> <ul style="list-style-type: none"> To describe what a journey is and what it means when a journey ends <p>Contextualise</p> <ul style="list-style-type: none"> To describe some of the journeys in the Christian Nativity story To recognise how the different characters may have felt at the end of their journey To retell the story of the Russian Folktale Babushka and recognise that her journey did not end in a final destination <p>Evaluate</p> <ul style="list-style-type: none"> To recognise and describe why the journeys in the Nativity story are important to Christians 		
Religious Traditions	CHRISTIANITY		
Vocabulary	Journeys, destination, Nativity,		
Assessment	<p>Communicate</p> <p>To draw a simple story map of a journey they have been on, explaining how they felt at different points along the way</p>		