YEAR A - AUTUMN 1
Key Stage: KS1
Topic: Hordle to Hurst

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English	**Maths**	
	Year 1	**Year 2**
<u>This Is How We Do It</u> Children write information about themselves Year 1 - to leave spaces between words; to begin to write sentences Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction **<u>Katie's Picture Show</u>** Children retell parts of the story, explaining which pieces of art Katie has seen Year 1 - to leave spaces between words; to begin to write sentences Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction **<u>Dear Greenpeace</u>** Children write letters to Greenpeace, pretending there's a whale in their pond Year 1 - to leave spaces between words; to begin to write sentences with capital letters and full stops; to use capital letters for my name Year 2 - to write correctly punctuated sentences; to use 'because' as a subordinating conjunction; to write questions	**Place value** • Counting objects • Representing objects using practical apparatus • Read and write numbers to 10 • Count forwards and backward within 10 • One more/one less than • Comparing and ordering amounts of objects • Ordering numbers on a number line • Ordinal numbers **Addition/Subtraction** • Fact families • Bonds within 10 • Bonds to 10 • Adding together • Adding more	**Place Value** • Count objects to 100 • Represent numbers to 100 with dienes • Reading and write numbers to 100 in numerals and words • Partition numbers into tens and ones • Partition numbers into different combinations of tens and ones • Compare and order numbers to 100 using >, < and = **Addition/Subtraction** • Fact families • Related facts • Comparing number sentences • Add ones to a one and two digit number • Add 10 • Add by making 10

	Computing	History	Geography
Description	The children will learn to program a Beebot with a simple algorithm.		Children learn about human and physical features in their locality.
NC Objectives	• 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		• Name and locate the world's seven continents • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country • Use world maps, atlases and globes to identify the countries and continents taught at this key stage • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Substantive Knowledge	• 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		Locational Knowledge • Children will be able to name and locate the seven continents on a map • They will be able to say which continent we live in and locate the UK Human and Physical Geography • Children will be able to use basic vocabulary to refer to human and physical features Geography Skills and Fieldwork • 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	• 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.		• Understand that maps are used to locate places around the world and that they are a 2D representation of Earth • Apply compass point knowledge to locate and describe location of the UK countries in relation to each other • Compare and contrast the countries that have learnt about usings maps, photographs and videos to make comparisons
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear		beach, cliff, coast, forest, sea, town, village, farm, house, harbour, shops
Assessment	Can the child make a simple algorithm with at least four commands and include at least one turn.		End of Unit Workout • Label the human and physical features of our locality

	Art	DT	Science
Description		Children will design and make a wheeled vehicle, thinking about its purpose and how it needs to move	Children will observe and learn about the season, autumn and winter, and the weather associated with them
NC Objectives		• 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	• Observe changes across the four seasons • Observe and describe weather associated with the seasons and how the day length varies
Substantive Knowledge		• Designing - wheeled vehicles based on the success criteria based on its purpose • Make - select from a range of tools and materials to create the moon buggy, using the most appropriate for the task • Evaluate - Adapt and problem solve along the journey. Find solutions to make the structure stable, more study and able to throw • Technical Knowledge - learn how to use mechanisms (wheels and axels)	• Children will know the names of each season and when each season occurs • They will be able to identify the types of weather that commonly occur during autumn and winter in the UK
Disciplinary Skills		• To apply the substantive knowledge of the existing products and materials to create their own moon buggy, making thoughtful improvements for the future.	• Children will perform simple test using data loggers to record data on the temperate outside • They will use their observations to suggest answers to questions • They quill record their data in tables
Vocabulary		vehicle , mechanism, wheels, axels, joining, finishing, designing, evaluating	summer autumn, winter, spring, day ,daytime, weather, wind, rain, snow, hail, sleet, fog, sub, hot, warm, cold, temperature
Assessment		Assess final product against the design criteria	Headstart assessment on seasons

	PE	PSHE	Music
Description	Indoor PE - Children will perform simple dance movements on the theme of 'the seasons'. Outdoor PE - children will develop their fundamental movement skills	Being Me in My World - Children learn about hopes and fears, rights and responsibilities and understand what makes a safe and fair learning environment	Children will create and perform toy music using appropriate dynamics and tempo
NC Objectives	• 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	PSHE Association • Learn about rules and why they are needed in different situations • Learn about the different roles and responsibility people have in their communities	• Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and united 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
Substantive Knowledge	• Children will learn to perform simple dance movements on the theme of the seasons • They will learn how to mirror dance movements • Children will improve their basic movements by completing a variety of short exercises	• Identify some hopes and fears for this year • Understand the rights and responsibilities for being a member of their class and school • Listen to others and contribute their own ideas about rewards and consequences • Recognise that choices they make have consequences	• Explore, use, respond to, recognise and identify loud, moderate, quiet and silence. • Explore, use, respond to, recognise and identify fast, moderate and slow
Disciplinary Skills	• To develop simple movement patterns in dance, understanding how we can use our body to create movement • To practise/rehearse dance movements • To perform their dance movements to an audience of peers • To understand how to improve fundamental movement skills	• Children will recognise that, when they feel worried, they should ask for help • Contribute ideas to make their class a safe and fair place • Children will work cooperatively	• Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/or mood, building rhythmic and melodic memory • Sing and play in time and follow age of simple directions including ideas about how to improve • Respond to and recognise signs, symbols and other basic graphic notations including those illustrating the musical dimensions • Listen and respond to Toy Symphony - Mozart • Explore, listen 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
Vocabulary	pattern, canon, mirroring, motif, travel, standing long jump, star jump, hee kicks, ladder run, speed bounce, hopping, high knees	hopes, fears, roles, responsibilities, consequences	dynamics, loud, quiet, silence, tempi, fast, slow
Assessment	Dance - Perform simple dance movements Outdoor - Can the children use the fundamental movement skills?	Children working together to create a learning charter	Perform toy music using appropriate dynamics and tempi

	Religious Education		
Description	**THANKFULNESS** Children will consider all of the things that they are thankful for and consider ways that we can show our gratitude to others. Children will learn about the Christian festival of Harvest and the Jewish festival of Sukkot.		
Living Difference Concept Cycle	**Communicate** ● To communicate something they are thankful **Apply** ● To recognise that not everyone is thankful for the same things ● To recognise that not saying thank you can have an affect on people's feelings **Inquire** ● To consider different ways that we can express our thanks **Contextualise** ● To describe some Christian Harvest Traditions and to understand that many Christians celebrate Harvest to thank God for everything that he provides them with ● To describe how many Jewish believers celebrate Sukkot **Evaluate** ● To begin to recognise why saying thank you to God at Harvest time is important for Christians and Jews.		
Religious Traditions	CHRISTIANITY JUDAISM		
Vocabulary	Belonging, sharing, thankfulness, remembering		
Assessment			