



Autumn 1 YEAR B

Key Stage: KS1

Topic: Towers, Tunnels and Turrets

Autumn 1 Year B		
English	Maths	
	Year 1	Year 2
<p><u>You Choose</u></p> <p>Children write sentences related to pictures from the book</p> <p>Year 1 - to leave spaces between words; to begin to write sentences Year 2 - to use capital letters and full stops in sentences</p> <p><u>Peace at Last</u></p> <p>Children write sentences related to pictures from the book</p> <p>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</p> <p><u>Zog</u></p> <p>Children retell the story based on what Zog learns in each year</p> <p>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</p> <p><u>Rapunzel</u></p> <p>Children retell the tradition story of Rapunzel before rewriting it based on Bethan Woolvin's twist on the tale</p> <p>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</p>	<p>Place value</p> <ul style="list-style-type: none"> 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 <p>Addition/Subtraction</p> <ul style="list-style-type: none"> Fact families Bonds within 10 Bonds to 10 Adding together Adding more 	<p>Place Value</p> <ul style="list-style-type: none"> 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 = <p>Addition/Subtraction</p> <ul style="list-style-type: none"> 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 the Battle of Hastings, the history of castles and compare monarchs	
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"> Pupils should be taught about events beyond living memory that are significant nationally or globally Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements 	
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 	<ul style="list-style-type: none"> Children will learn about the key events and people involved in The Battle of Hastings They will learn that William the Conqueror built the first castles They will learn about the development of castles from Motte and Bailey, Stone Keep to Concentric They will learn about castles in close proximity to our school 	
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"> Chronology - recognise the sequence of castles; use vocabulary associated with the past and intervals of time Characteristic features - recognise that buildings could be different in the past; recognise some key characteristics of castles through history Continuity and Change - match old objects to people and situations from the past; talk about similarities and differences between castles Cause and Consequence - give simple explanations for why The Battle of Hastings began; describe the consequences of The Battle of Hastings Historical Significance - recognise and talk about who was important in The Battle of Hastings Historical interpretation - identifying and talking about differences in accounts relating to The Battle of Hastings from the time (primary) and from the present (secondary) Historical Enquiry - talk about past events by identifying important features from sources; gather information from simple sources to answer questions about The Battle of Hastings; be able to explain how they have found out about the past 	
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear	Battle of Hastings, castle, conqueror, Norman, motte and bailey, tapestry, stone keep, concentric, Corfe Castle, Portchester Castle	
Assessment	Can the child make a simple algorithm with at least four commands and include at least one turn.	End of Unit Workout <ul style="list-style-type: none"> Children will explain the events of The Battle of Hastings Children can compare different types of castle 	

	Art	DT	Science
Description	Children will learn about Paul Klee and his abstract art. They will create their mixed media castle.		Children learn that living things live in habitats. They will learn about local and micro-habitats
NC Objectives	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants Identify and names a variety of plants and animals in their habitats
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out about Paul Klee's life and his most famous artworks. To find out about abstract art. To explore his artwork. What is the same/different? How is his art the same/ different to other artists you have learnt about? <p>Practical</p> <ul style="list-style-type: none"> Experiment with and control marks made with pencil Control the types of marks made. Observe and draw lines and shapes. Draw lines and shapes using different surfaces. Invent lines and shapes in drawing. To draw from imagination and experience Use a variety of tools and techniques i.e. brush sizes and types. Experiment with tools and techniques e.g. layering, mixing. Name and mix primary colours to make secondary colours. Recognise warm and cool colours 		<ul style="list-style-type: none"> Children will learn about local habitats (woodland, coastal, pond) They will identify common living things that live in those habitats
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>Is abstract art really art?</p>		<ul style="list-style-type: none"> Ask and answer questions about living things and their habitats
Vocabulary	Abstract art, line, shape, geometric shape, organic shape, warm and cool colours, watercolours		habitat, micro-habitat, suitability, adapted
Assessment	<p>Can children recall facts about Paul Klee?</p> <p>Can they explain what abstract art is?</p> <p>Can they compare Paul Klee's paintings?</p> <p>Can they explain warm and cool colours?</p> <p>Can they use watercolour/oil pastel techniques, line and shape, and warm and cool colours to create their own castle artwork.</p> <p>Can they compare your own painting to Paul Klees?</p>		Headstart assessment on habitats

	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 create and perform rhythm patterns	Being Me in My World - Children learn about feeling special and safe. They will learn about rights and responsibilities
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 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 	PSHE Association <ul style="list-style-type: none"> Learn about rules and why they are needed in different situations Learn about the different roles and responsibility people have in their communities
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to perform simple dance movements on the theme of plants 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"> Identify wooden, metal and skinned instruments and their properties by sound 	<ul style="list-style-type: none"> Understand the rights and responsibilities for being a member of their class and school Recognise that choices have consequences Understand the consequences that might result from a choice they have made
Disciplinary Skills	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory 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 Hornpipe - Henry Wood Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) Listen and respond to Listen and respond to steady beat music Think and talk about the difference between a steady beat and a rhythm pattern and how music can be performed on its own or with additional layers. Use key words relating to duration and texture. 	<ul style="list-style-type: none"> Children will know how to make their class a safe place for everyone in it They will understand how it feels to be proud of an achievement They will recognise the range of feeling that could be present when facing consequences
Vocabulary	pattern, canon, mirroring, motif, travel, standing long jump, star jump, hee kicks, ladder run, speed bounce, hopping, high knees	duration, steady beat, rhythm pattern, verse, chorus, wood, metal, skinned, tap, shake, scrape, loud, quiet, tinkly, spiky, hard, smooth, rough, long, short	special, safe, roles, responsibilities, consequences, proud
Assessment	Dance - Perform simple dance movements Outdoor - Can the children use the fundamental movement skills?	Identify and choose the way sounds are made and can be used	Children working together to create a learning charter

	Religious Education		
Description	<p align="center">RULES</p> <p>Children will think about the different rules that they have to follow and think about what the world would be like if there were no rules They will learn about when Moses received the Ten Commandments and recognise that these can be found in both the Torah and the Bible</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate rules that are in place for them to follow in different aspects of their life e.g. school, home, brownies, cubs etc <p>Apply</p> <ul style="list-style-type: none"> To consider whether rules are important and to think about what life would be like if there were no rules <p>Inquire</p> <ul style="list-style-type: none"> To understand that rules are in place to keep everyone safe and that breaking rules may have consequences <p>Contextualise</p> <ul style="list-style-type: none"> To describe what happened when Moses received the Ten Commandments To know that the Ten Commandments are located in both the Torah and the Bible <p>Evaluate</p> <ul style="list-style-type: none"> To consider which of the commandments they think is the most difficult to keep and to begin to explain why this might be 		
Religious Traditions	JUDAISM CHRISTIANITY		
Vocabulary	Rules, community, commandments, safety,choice, belief, Torah, Bible, Moses,		
Assessment	Contextualise Multiple choice quiz to recall main parts of the story		