

## English

- Story mapping
- Character descriptions
- Hot seating characters
- Writing adventure stories
- Day in the life diary entries
- Character creations
- Non-Chronological report about tigers



## KS1 Autumn Term 1 Overview

### Pets and Ourselves!

How do we look after all creatures great and small?



## Maths

- Number – Place value (in 20), Addition and subtraction (in 20)
- Measurement – Time



## Music

### All About Me

- My favourite things – experiment with different percussion instruments.
- You've got a friend – play rhythms on untuned percussion instruments
- Dance, dance, dance – Develop 'thinking voice' by internalising the pulse when listening to music
- Happy – call and response
- Practice makes perfect – perform either a pulse or a rhythm.



## PSHE

### Heart Smart!

- Get Heart Smart
- My Heart
- Smart Tool Belt
- Becoming Boris
- Fill Boris' Toolbox
- How do they feel?
- My heart is full
- Heart Hunt



## Science

### Animals including Humans

**Year 1** Observing animals, knowing the different animal groups. Comparing animals and sorting them into their groups. Animal diets . Identifying and names parts of the human body. The 5 senses .

**Year 2** -The basic needs of animals including humans for survival. Healthy eating and diets. The importance of exercise for humans. The importance of hygiene for humans.



## Art & Design

- Look at position of facial features and what needs to be included on a portrait .
- Simple line drawing.
- Watercolour backgrounds in preparation for portrait.
- Paint a self-portrait.



## Geography -Our Local Area

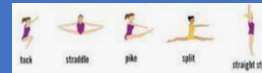
- Where do we live? Our locality in relation to the rest of the world
- What countries make up the UK?
- What are the names of the surrounding seas?
- Continents of the world.



## PE

### Gymnastics!

- Gymnastic sequences
- Balances
- Travelling



### Multi-Skills



## RE

### Creation – Who made the world?

- God created the universe
- The Earth and everything in it are important to God
- God has a unique relationship with human beings as their Creator and Sustainer
- Humans should care for the world because it belongs to God



### English

Year 1 - •To accurately spell most words containing the 40+ previously taught phonemes and GPCs •To spell some words in a phonically plausible way, even if sometimes incorrect. •To apply Y1 spelling rules and guidance such as adding -s and -es to words, adding the endings -ing, -ed and -er, adding -er and -est •To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To reread their writing to check that it makes sense and to independently begin to make changes. • To use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe. • To use simple sentence structures. • To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences. • To use capital letters for names, places, the days of the week and the personal pronoun 'I'. • To use finger spaces. • To use full stops to end sentences • To begin to use question marks and exclamation marks.

Year 2 - • To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones. • To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly • To spell more words with contracted forms • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To proofread to check for errors in spelling, grammar, and punctuation (e.g., to check that the ends of sentences are punctuated correctly). • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • To use the present tense and the past tense mostly correctly and consistently. • To form sentences with different forms: statement, question, exclamation, command. • To use co-ordination (or/and/but). • To use some subordination (when/if/ that/because). • To use expanded noun phrases to describe and specify (e.g., the blue butterfly)

### Maths

Year 1 - •Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number •Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 less • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 •Compare, describe and solve practical problems for time •Measure and begin to record time • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Year 2 - •Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers to at least 100 in numerals and in words • Compare and order numbers from 0 up to 100; use and = signs • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day

### Science

**Year 1** - • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Identify and classify with some support • Begin to observe and identify, compare and describe • Begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them

**Year 2** - • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • 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 • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## PE

**Year 1 - Sequencing** • To copy and remember actions • Travel in different ways • Create a sequence with a partner. Balance • Stand and sit “like a gymnast” • Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) **Travel** • To explore different ways of moving.

**Year 2 - Sequencing** • Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Teach sequence to a partner and perform together **Balance** • Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) **Travel** • Begin to travel on hands and feet • Monkey walk • Caterpillar walk

## RE

• God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.

**Year 1** - • Retell the story of creation from Genesis 1:1–2.3 simply. (K2) • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. (K2) • Say what the story tells Christians about God, Creation and the world. (K2) • Give at least one example of what Christians do to say thank you to God for the Creation. (S2) • Think, talk and ask questions about living in an amazing world. (E2-3)

**Year 2** - • Say what the story tells Christians about God, Creation and the world. (K2) • Give at least two examples of what Christians do to look after the world for God. (S2) • Think, talk and ask questions about the amazing world. (E2-3)

## PSHE

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Mental wellbeing is a normal part of daily life, in the same way as physical health.
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

### PSHE

- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- Recognise that their behaviour can affect other people.
- How they can contribute to the life of the classroom and school.
- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- Recognise what is fair and unfair, kind and unkind, what is right and wrong.

## Art and Design

- Experiment with paint media using a range of tools, e.g., different brush sizes, hands, feet, rollers, and pads.
- Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.
- Understand how to make tints using white and tones by adding black to make darker and lighter shades.
- Experiment with drawing with a variety of media; pencils.
- Explore 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.
- Look and talk about what they have produced, describing simple techniques and media used.

## Music

- Clap short rhythmic patterns
- Use instruments to perform a simple piece
- Respond to musical indications about when to play or sing
- Perform a steady rhythm to a pulse
- Play simple rhythmic patterns on an instrument
- Sing/ clap a pulse increasing or decreasing in tempo
- Repeat (short rhythmic and melodic) patterns
- Make a sequence of sounds
- Show sounds by using pictures
- Order sounds to create a beginning, middle and end
- Recognise repeated patterns
- Follow instructions about when to play or sing

## Geography

- Express own views about a place, people, environment
  - Consider geographical questions –Where is this place? What is it like? How has it changed?
  - Suggest ways of improving the local environment.
- Use key vocabulary to demonstrate knowledge and understanding
- Explain what facilities a town or village might need.
  - Recognise how places have become the way they are e.g., shops.
  - Describe in simple terms how wind or water has affected the geography of an area.
  - Find where they live on a map of the UK.