

## English

- Writing signage
- Letters of advice lists
- Labelling diagrams
- Write explanation text.
- Poetry
- Diary writing – How would life be if we didn't invent...?
- Sequencing stories.
- Character traits descriptions.



## KS1 Autumn Term 2 Overview

### Inventors!

How do you become famous for more than 5 minutes?



## Maths

- Number – Addition and Subtraction (in 20),
- Place value (in 100)
- Measurement – Length and Height
- Statistics



## Computing

- Online safety (1)
- Technology outside of school (2)
- Lego Builders - Algorithms (3)



## PSHE

Don't forget to let love in!

- I am Cubes.
- Trash or truth
- Meaning of my name
- Bounding
- Heartbeat
- Reflection



## Science - Materials

- **Year 1** -Name and identify objects and the materials.
- Explore the properties of materials.
- Test properties of different objects
- Sort objects into groups based on their materials and/or properties.
- **Year 2** -Materials in our homes
- Classify objects by their material.
- Recognise that some objects can be made from more than one material.
- Testing material properties.
- Material origins.
- Classifying materials as man-made or natural.



## Design & Technology

- Create a parachute design that will move to the ground as slowly as possible.
- Select their preferred materials to make their parachute.
- Testing the Parachutes



## History

### Wright Brothers and Leonardo da Vinci

- What do inventors do?
- Da Vinci and his parachute
- The Wright Brothers and testing planes.
- What make the Wright Brothers and da Vinci great inventors.



## PE

### Gymnastics!

- Gymnastics sequences
- Jumps
- Rolls



Multi-Skills



## RE

Incarnation – Why does Christmas matter to Christians?

- 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.



## KS1 Autumn Term 2 – Objectives - Inventors

### 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 using 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

Y1 - • Add and subtract 1-digit and 2-digit numbers to 20, including zero • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Solve 1-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$  • 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 • compare, describe and solve practical problems lengths and heights • measure and begin to record lengths and heights

Y2 - • 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 • Read and write numbers to at least 100 in numerals and in words • Recognise the place value of each digit in a 2-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use and = signs • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

### Science

**Year 1** • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

**Year 2** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## PE

**Year 1 - Sequencing** • To copy and remember actions • Travel in different ways • Create a sequence with a partner. **Jump** • To jump in a variety of ways and land with some control and balance **Roll** • To develop control in different rolls • Pencil roll • Egg roll • Dish roll • Begin forward roll.

**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. **Jump** • To explore shapes in the air and show control when jumping and landing e.g. star jump **Roll** • To develop control in different rolls • Pencil roll • Egg roll • Forward roll with more control

## RE

• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

**Year 1** - • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. (K2) • Recognise that stories of Jesus' life come from the Gospels. (K2) • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. (S2-3) • Decide what they personally have to be thankful for at Christmas time. (E2)

**Year 2** - • Recognise that Incarnation is part of the 'Big Story' of the Bible. (K2) • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. (K2) • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. (S3) • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. (E2-3)

## History

• Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past) • Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. • Answer questions using an artefact/photograph provided, including an event beyond living memory. • Explain that there are different types of evidence and sources that can be used to help represent the past. • Start to compare two versions of a past event. • Start to use stories or accounts to distinguish between fact and fiction • Offer a plausible explanation about what an object was used for in the past. • Observe or handle a source/artefact – ask why, what, who, how, where to ask questions and find answers. • Discuss, ask, and answer questions about old and new objects. • Describe memories of key events in lives and order chronologically on a mini timeline. • Sequence pictures from different periods • Describe how people, places and events have changed over time. • Describe significant individuals from the past.

## Design & Technology

- Begin to draw on their own experience to help generate ideas and research conducted on criteria.
- Explain how their products will look and work through talking and simple annotated drawings
- Select from a range of materials, textiles, components, and tools appropriate for completing their projects
- Begin to assemble, join, and combine materials and components together using a variety of temporary methods e.g., glues or masking tape.
- Explore what materials the products are made from
- Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.

## Computing

- To log in safely and understand why that is important.
- To create an avatar and to understand what this is and how it is used.
- To be able to create a picture and add their own name to it.
- To start to understand the idea of 'ownership' of creative work.
- To save work to the My Work area and understand that this is private space.
- To know how to refine searches using the Search tool.
- To know how to share work electronically using the display boards.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet
- To understand that information put online leaves a digital footprint or trail.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure
- To record examples of technology outside school.
- To emphasise the importance of following instructions.
- To follow and create simple instructions on the computer
- To consider how the order of instructions affects the result.

## PHSE

- importance of self-respect and how this links to their own happiness.
- mental wellbeing is a normal part of daily life, in the same way as physical health.
- in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle
- communicate their feelings to others, to recognise how others show feelings and how to respond
- recognise what is fair and unfair, kind and unkind, what is right and wrong
- think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- people and other living things have rights and that everyone has responsibilities to protect those rights
- ways in which they are all unique; understand that there has never been and will never be another 'them'
- what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.