

English

See separate tracking documents

Maths – Year 1- Count to and across 100 from any number, Count, read and write numbers to 100 in numerals, Read and write mathematical symbols: +, - and =, Identify "one more" and "one less", Use number bonds and subtraction facts within 20, Add and subtract 1-digit and 2-digit numbers to 20, including zero, Recognise and name common 2-D shapes, Recognise and name common 3-D shapes **Year 2 -** Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number Compare and order numbers from 0 up to 100; use and = signs Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

History

Begin to identify different ways to represent the past
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
Discuss, ask, and answer questions about old and new objects
Sequence pictures from different periods

Music

Use their voice to speak/sing/chant, Join in with singing, Clap short rhythmic patterns, Use instruments to perform a simple piece, Respond to musical indications about when to play or sing, Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse
Perform a steady rhythm to a pulse, To sing and follow the melody (tune), Sing accurately at a given pitch, Perform simple patterns and accompaniments keeping a steady pulse, Perform with others, Play simple rhythmic patterns on an instrument, Sing/ clap a pulse increasing or decreasing in tempo Repeat (short rhythmic and melodic) patterns, Respond to different moods in music, Say how a piece of music makes them feel, Say whether they like or dislike a piece of music, Choose sounds to represent different things, Recognise repeated patterns, Follow instructions about when to play or sing

Art & Design

Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture
Try different materials and methods to improve
Explore ideas and collect information.

Classic Fairy Tales

Autumn 1 2022

Learning Objectives

RE

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)
Year 2 - Say what the story tells Christians about God, Creation and the world. (K2)

Design & Technology

Begin to draw on their own experience to help generate ideas and research conducted on criteria
Design products that have a purpose and are aimed at an intended user
Explain how their products will look and work through talking and simple annotated drawings
With help measure, mark out, cut and shape a range of materials
Begin to assemble, join, and combine materials and components together using a variety of temporary methods e.g., glues or masking tape
Explore and create products using mechanisms, such as levers, sliders, and wheels

Geography

Consider geographical questions –Where is this place? What is it like? How has it changed? Suggest ways of improving the local environment, Identify similarities and differences between the local environment and one other place, Consider geographical questions e.g., what is it like to live in this place? Explain what facilities a town or village might need, Recognise how places have become the way they are e.g., shops, Use basic geographical vocabulary to refer to physical and human features, Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park? Describe in simple terms how wind or water has affected the geography of an area, Collect data during fieldwork such as the number of trees/houses, Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features

PE

See separate tracking document

Heart Smart/RSE

Get HeartSmart
Children learn that many of the choices they make affect their hearts and the hearts of those around them
Power Plus
Children learn how they use their power in positive and negative ways
Heart decisions
Children learn that decisions they make can affect their reputation
Bright hearts
Children learn that what is in their hearts gets played out through their words and actions
Love map
Children learn how to identify special people and how they show us love
Face Plate
Children learn how to make healthy choices to contribute to a healthy diet

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

Computing - Year 1

Give simple instructions to everyday devices to make things happen
Make choices to control simple models or simulations Solve a problem using ICT Understand what an algorithm is (a sequence of instructions or set of rules for performing a specific task) (out of the context of programming) Understand that algorithms need to be precise, simple, clear and limited.
Understand that an algorithm is implemented as program on a digital device Input simple instructions (into programmable device or coding program) to see what happens Write/input a simple a program/code (no desired outcome) **Bee-Bots**
Give commands including straight forwards/backwards/turn one at a time Explore what happens when a sequence of instructions is given Give a set of simple instructions to follow a task Give a set of instructions to form simple geometric shapes Improve/change their sequence of commands **Year 2** Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following a sequence of instructions Use logical reasoning to predict the behaviour of simple programs Follow and predict the outcome of an program Write/input and test a simple program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited)
Identify a bug in my programme/code (where the algorithm has gone wrong/not achieved the desired outcome)
Debug a program (fix it by changing algorithm)

English

Hansel & Gretel
Cinderella
Goldilocks & The Three Bears
The Three Billy Goats Gruff
Little Red Riding Hood

Maths

Year 1 – Place Value within 10, Addition & Subtraction within 10, Geometry - Shape
Year 2 – Place Value, Addition & Subtraction, Geometry – Properties of Shape

History

Music and nursery rhymes through History
Learn about some of the differences in how your grandparents would have experienced music (post war, 1940-50's) and know examples of songs/nursery rhymes
Learn about the differences between your grandparents' and parents' experience of music (1970-90s)
Explore how we experience music today and listen to some popular music from current times (rap music)
Create a presentation of music through history
Create a timeline to show the progression of music

Music

Timbre & rhythmic patterns (Fairytales)
Character Voices – Explore timbre through the story of The Three Little Pigs by creating different character voices
Starting with instruments – build on understanding of timbre, carefully select and play appropriate instruments to help tell the story of The Three Little Pigs
Rhythms – Clap the syllables in given words & phrases, create rhythmic patterns and phrases to tell and perform a story
Responding to music – use timbre to represent different characters in a song from Peter and the Wolf
Keeping the pulse – showcase work by using untuned instruments in a class performance of The Three Little Pigs with a focus on keeping the pulse of the rhythm

Art & Design

Seasons collage

Make a season's collage together, using colours and images associated with the different times of the year



Classic Fairy Tales

Autumn 1 2022

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

Design & Technology

Wind spinners, streamers and spirals

Explore the wind, take the children outside and show them different shop brought tools to scientist use to help them
Design a wind spinner, spiral, streamer
Use your product to gather data about the weather



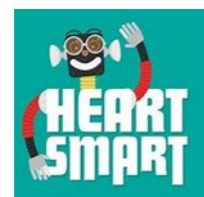
Geography

Map Work

Alien visitors come to the UK, report back to them on the countries of the UK, Major cities, Flags and languages. Use maps, atlases and globes to show key aspects
Take part in a world-wide mapping scavenger hunt to 'collect' a series of countries, continents and oceans
Learn how to use a compass to follow directions
Create a map of the school

Heart Smart/RSE

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



PE

Gymnastics & Multi - skills

Science

Animals including Humans - Year 1

Observing animals, knowing the different animal groups/Comparing animals and sorting them into their groups/Animal diets, identifying carnivores, omnivores, and herbivores/Identifying and names parts of the human body/Identifying and naming the 5 senses and which body part is associated with that sense

Year 2

Table of needs and wants for understanding the basic needs of animals including humans for survival
Posters to show and describe the importance for humans of eating the right amounts of different types of food/Posters to describe the importance of exercise for humans/Joe Wicks Workout!/Name and describe the uses for things such as soap, toothbrush to understand the importance of hygiene for humans

Computing

Year 1 & 2 - Coding (Computer Science)

Year 1 – Instructions/Objects & Actions/Events/When Code Executes/Setting the scene/Using a plan
Year 2 – Algorithms/Collision Detection/Using a timer/Different object types/Buttons/'Smelly Code' debugging

